

NAVAL POSTGRADUATE SCHOOL MONTEREY, CALIFORNIA



THESIS

COMMUNICATION APPREHENSION AND CONTRACT NEGOTIATIONS

by

Daniel C. Batt

December 1996

Principal Advisor:

Gail Fann Thomas

Approved for public release; distribution is unlimited.

DTIC QUALITY INSPECTED 6

19970625 047

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188) Washington DC 20503.				
1. AGENCY USE ONLY (Leave blank)	2. REPORT DATE December 1996	3. REPORT TYPE AND DATES COVERED Master's Thesis		
4. TITLE AND SUBTITLE COMMUNICATION APPREHENSION AND CONTRACT NEGOTIATIONS		5. FUNDING NUMBERS		
6. AUTHOR(S) Batt, Daniel C.				
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School Monterey CA 93943-5000		8. PERFORMING ORGANIZATION REPORT NUMBER		
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)		10. SPONSORING/MONITORING AGENCY REPORT NUMBER		
11. SUPPLEMENTARY NOTES The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.				
12a. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.			12b. DISTRIBUTION CODE	
13. ABSTRACT (maximum 200 words) This research focused on communication apprehension (CA) as it relates to contract negotiations. A model was developed to examine that may affect one's CA in a contract negotiation situation. Survey data were gathered from 231 Government and 442 industry personnel (reflecting an overall response rate of 61%). The survey asked contract negotiators to complete the Personal Report of Communication Apprehension-24 (PRCA-24) along with six questions specifically related to negotiations. Additionally, the survey asked participants their opinions about factors affecting their anxiety level prior to and during the negotiation process, preparation, coping mechanisms used to offset anxiety and the type of resources they felt would be most beneficial (e.g., counseling, preparation, mock negotiations). Results from the PRCA-24 showed a score 12 points less than the national average indicating that those in the contract negotiation field are less communication apprehensive than the norm. Differences between Government and industry were examined by individual factors, CA, negotiation factors, and outcome. Recommendations were made with respect to training, management support, preparation, preparation time, survey modifications and further research.				
14. SUBJECT TERMS Communication Apprehension, Negotiations, Contract Negotiations, Communication, Anxiety			15. NUMBER OF PAGES 131	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT UL	

Approved for public release; distribution is unlimited.

**COMMUNICATION APPREHENSION AND
CONTRACT NEGOTIATIONS**

Daniel C. Batt
Major, United States Marine Corps
B.S., Defiance College, 1980

Submitted in partial fulfillment
of the requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

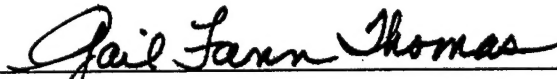
**NAVAL POSTGRADUATE SCHOOL
December 1996**

Author:

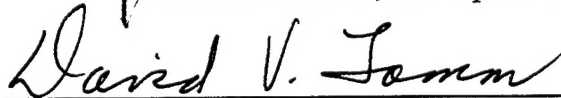


Daniel C. Batt

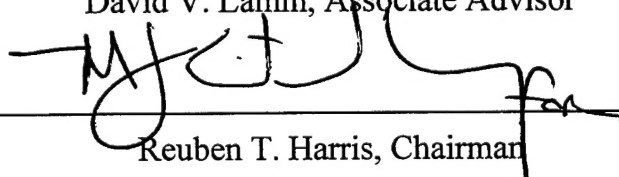
Approved by:



Gail Fann Thomas, Principal Advisor



David V. Lamm, Associate Advisor



Reuben T. Harris, Chairman
Department of Systems Management

ABSTRACT

This research focused on communication apprehension (CA) as it relates to contract negotiations. A model was developed to examine that may affect one's CA in a contract negotiation situation. Survey data were gathered from 231 Government and 442 industry personnel (reflecting an overall response rate of 61%). The survey asked contract negotiators to complete the Personal Report of Communication Apprehension-24 (PRCA-24) along with six questions specifically related to negotiations. Additionally, the survey asked participants their opinions about factors affecting their anxiety level prior to and during the negotiation process, preparation, coping mechanisms used to offset anxiety and the type of resources they felt would be most beneficial (e.g., counseling, preparation, mock negotiations).

Results from the PRCA-24 showed a score 12 points less than the national average indicating that those in the contract negotiation field are less communication apprehensive than the norm. Differences between Government and industry were examined by individual factors, CA, negotiation factors, and outcome. Recommendations were made with respect to training, management support, preparation, preparation time, survey modifications and further research.

TABLE OF CONTENTS

I.	INTRODUCTION	1
A.	BACKGROUND	1
B.	OBJECTIVES	2
C.	RESEARCH QUESTIONS	2
1.	Primary Research Question	2
2.	Subsidiary Research Questions	2
D.	SCOPE OF THE THESIS	3
E.	ORGANIZATION OF THE STUDY	3
II.	LITERATURE REVIEW	5
A.	INTRODUCTION	5
B.	COMMUNICATION APPREHENSION	5
1.	Definition of Communication Apprehension	5
2.	Types of Communication Apprehension	6
3.	Causes of Communication Apprehension	7
4.	Effects of Communication Apprehension	9
5.	Characteristics of Communication Apprehension	11
6.	Measuring Communication Apprehension	11
7.	Effects of a High Communication Apprehension Level ..	13

C.	CONTRACT NEGOTIATIONS	14
1.	Definition	14
2.	Distributive (Win-Lose) and Integrative (Win-Win) Bargaining	15
3.	The Contract Negotiation Process	16
4.	The Negotiation	17
5.	Objectives of a Good Negotiation	18
6.	Characteristics Affecting Negotiation Outcomes	19
D.	HOW COMMUNICATION APPREHENSION MAY AFFECT CONTRACT NEGOTIATIONS	20
1.	Individual Factors	20
2.	Expected Level of Communication Apprehension Among Contract Negotiators (Trait Apprehension)	20
3.	Communication Apprehension and the Negotiation Process (State Apprehension)	23
4.	Outcomes	25
5.	Feedback	26
E.	SUMMARY	26
III.	METHODOLOGY	29
A.	QUESTIONNAIRE DEVELOPMENT PROCESS	29
1.	Exploratory Data Gathering (March 1996)	29

2.	Pilot Survey to Government and Industry Negotiators (May 1996)	33
B.	FINAL SURVEY (JULY 1996)	34
C.	SAMPLE SIZE	35
D.	SURVEY ADMINISTRATION	36
E.	METHOD OF ANALYSIS	37
1.	Quantitative Analysis	37
2.	Qualitative Analysis	38
F.	SURVEY SAMPLE	38
G.	SUMMARY	38
IV.	RESULTS AND ANALYSIS	39
A.	INTRODUCTION	39
B.	DEMOGRAPHICS	39
1.	Job Title	39
2.	Employer	40
3.	Government Agency	40
4.	Function	42
5.	Gender	42
C.	DESCRIPTIVE STATISTICS	43
D.	LEVELS OF COMMUNICATION APPREHENSION	45

E.	COMMUNICATION APPREHENSION PRIOR TO NEGOTIATIONS	48
1.	Feelings Prior to Negotiations	48
2.	Relationship between Communication Apprehension and One's Feelings Prior to a Negotiation	55
3.	Factors That Affect One's Communication Apprehension Level Prior to the Negotiation	58
F.	PREPARATION	59
1.	Hours Spent in Preparation	60
2.	Causes Affecting Adequate Preparation	60
3.	Top Factors Affecting Preparation Time	62
4.	Relationship Between Complexity of the Contract With Anxiety and Preparation	63
G.	COMMUNICATION APPREHENSION (STATE) DURING NEGOTIATIONS	63
1.	Factors That Affect One's Anxiety During a Negotiation .	64
2.	Relationship With Other Negotiator(s)	65
H.	COPING MECHANISMS	66
I.	TRAINING	68
J.	RESOURCES	69
K.	OUTCOMES	70

L.	REVISED CONCEPTUAL MODEL FOR COMMUNICATION APPREHENSION AS IT RELATES TO CONTRACT NEGOTIATIONS	72
M.	SUMMARY	74
V.	CONCLUSIONS AND RECOMMENDATIONS	75
A.	OVERVIEW	75
B.	CONCLUSIONS	75
C.	RECOMMENDATIONS	79
D.	REVISIONS TO THE QUESTIONNAIRE	84
E.	INTERVENTIONS THAT MIGHT AID/ASSIST THOSE WITH A HIGH COMMUNICATION APPREHENSION LEVEL	85
1.	Systematic Desensitization	85
2.	Cognitive Restructuring	86
3.	Assertiveness Training	86
F.	SUGGESTIONS FOR FURTHER RESEARCH	86
APPENDIX A.	INITIAL QUESTIONNAIRE (2 Days Prior to a Negotiation)	89
APPENDIX B.	PRENEGOTIATION SURVEY (Immediately Preceding a Negotiation)	93
APPENDIX C.	INTERIM (CAUCUS) SURVEY (During Negotiation) ..	95
APPENDIX D.	FINAL SURVEY	97
APPENDIX E.	CODING VALUES	105

APPENDIX F.	DISTRIBUTION TABLES	107
APPENDIX G.	PERSONAL REPORT OF COMMUNICATION APPREHENSION SCORING	109
LIST OF REFERENCES		111
INITIAL DISTRIBUTION LIST		115

ACKNOWLEDGEMENTS

I would like to extend special gratitude to the love of my life and best friend, Erin, for her outstanding support that made this project possible. Her daily encouragement regarding this project while giving a 110% to the raising of our son, Dana, has been an inspiration.

I would like to acknowledge the assistance rendered by all who participated in the survey, without which this project would not have come to fruition.

A debt of gratitude to my Principal advisor, Gail Fann Thomas, and Dr. David Lamm for the education. They were both heavily committed to providing superb guidance, professional expertise and encouragement which ensured the completion of the thesis and more importantly an understanding of communication apprehension and contracting.

I. INTRODUCTION

A. BACKGROUND

Negotiations is an act of communication that relies on interactive behaviors of two or more individuals. Personalities enter into how we negotiate, and for that matter, the personalities of others affect how they negotiate with us. The interpersonal chemistry should not be ignored, for without understanding how and why it happens, the parties and the negotiating process will most likely suffer. The purpose of this thesis is to explore the concept of communication apprehension (CA) and examine its potential impact on contract negotiations.

The fear of communication is a potential barrier to negotiations. While the lack of communication may be a defensive tactic/strategy used by some negotiators during a negotiation, on the whole it is likely to result in a breakdown of the negotiation process. Failure to communicate or unwillingness to communicate due to fear is an indication that someone has a high level of CA. (McCroskey, 1984a, p. 13) An individual with a high CA level may be more likely to avoid communication instead of standing firm or bargaining and backing up a position with discussion of the facts, thus resulting in concessions.

This research is focused on communication apprehension and contract negotiations. Contract negotiations is "a communications process whereby two or more parties, with different or opposing positions, resolve a problem of mutual concern through an integrative solution that best meets the needs and interests of all the parties." (Program Manager's Handbook, 1996, p. 3.8-4) The research examines CA as a barrier to contract negotiations and how to manage CA to be effective in the contract negotiation process for both Government and industry negotiators. This is accomplished through reviewing the literature in the area of CA, examining CA's

relationship to the field of contract negotiations, identifying the level of CA among Government and industry negotiators, and determining the variables that may affect one's CA level. A survey was administered to both Government and industry negotiators to determine CA's affect in the negotiation process, identify the level of CA among Government and industry negotiators, to contrast the two, and to examine variables that affect one's CA level.

B. OBJECTIVES

Little research exists in the area of the effects of CA on contract negotiations. This study explores communication apprehension as it relates to contract negotiations. First, it identifies levels of communication apprehension among contract negotiators. Second, it identifies the variables that affect one's CA level prior to and during contract negotiations those factors or situations that raise or lower one's CA level including preparation, technical support, changes, and opponents' attitude. Third, it identifies how to assist those with a high CA level by citing various techniques used to lower one's CA level. Last, this effort intends to provide a framework for further study.

C. RESEARCH QUESTIONS

The following are the research questions this thesis attempts to answer:

1. Primary Research Question

What are the levels of communication apprehension among individuals in the contract negotiation field (both industry and Government)?

2. Subsidiary Research Questions

- a. What is the extent of high CA type individuals in both the commercial and Government contract negotiation field?
- b. What is the relationship between CA and the contract negotiation process?

- c. What variables might affect one's CA level both prior to and during the negotiation process?
- d. What coping mechanisms are employed to reduce CA?
- e. What interventions might aid/assist those with a high CA level?

D. SCOPE OF THE THESIS

This thesis reviews the literature on CA to determine whether there are any related studies that can be applied to contract negotiations. A survey was conducted to ascertain the percentage of high and low CA types in both industry and Government contract negotiation departments. Other areas of interest are: what variables affect one's CA level during contract negotiations, what mechanisms are used for coping with a high CA level, and what methods can best be used to identify and assist those with a high CA level?

The study is limited to communication apprehension from the "trait" perspective and does not address the effects of communication apprehension from the "state" perspective. Additionally, the study is restricted somewhat in that it was limited to predominately Government employees and National Contract Management Association members, thus placing some bias in the results.

E. ORGANIZATION OF THE STUDY

Chapter I provided a background for the study. It also addressed the objectives, the research questions, and the scope of the thesis.

Chapter II presents a literature review of the studies on both communication apprehension and its relationship to contract negotiations. It also provides a background for the development of the questionnaire used in the study.

Chapter III provides the methodology used to develop the study which identifies the extent of high and low CA level individuals in both industry and Government.

Chapter IV presents the results and analysis of Government and industry survey responses, and then contrasts findings of Government and industry personnel.

Finally, Chapter V presents conclusions, recommendations, and areas for further research.

II. LITERATURE REVIEW

A. INTRODUCTION

Because the interaction between negotiators is critical to the negotiation process, the fear of communication can be a potential barrier to negotiators. While avoidance of communications may be a defensive tactic/strategy used by some negotiators during a negotiation, on the whole it is likely to result in a break down of the negotiation process.

Negotiation is an act of communication that relies on the interactive behaviors of two or more individuals. (Program Manager's Handbook, 1996, p. 3.8-4) Individual behaviors such as communication apprehension (CA) may enter into a negotiation and impact a negotiator's performance. Therefore, understanding how and why CA effects the negotiation process is important. The purpose of this chapter is to explore communication apprehension (CA), contract negotiations, and the effects of CA on contract negotiations.

B. COMMUNICATION APPREHENSION

In our daily routines we are often involved in one-on-one or group/team discussions. In these discussions it is not uncommon to find individuals who never seem to participate, never want to participate, or appear both physically and psychologically withdrawn from a discussion. These people may be suffering from what has been termed "communication apprehension." (Hawkins, 1995, p. 2) This section defines CA and discusses what the research says about CA.

1. Definition of Communication Apprehension

What is communication apprehension (CA)? CA has been defined by McCroskey as an "individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons." (McCroskey, 1984a, p.

13) People experience CA in a number of ways (e.g., state, trait, personality-type response or as a response to the situational constraints of a given communication transaction). (McCroskey, 1982, p. 139) CA is different for everyone and can vary from extremely high to extremely low depending on the individual. (McCroskey, 1978, p. 193) An individual with a low level of CA is more gregarious and outgoing and is more likely to communicate with others than an individual with a high CA level. Where the individual with a low level CA is outgoing, the individual with a high level of CA is more of an introvert and normally avoids communication for the fear of experiencing the anxiety they have come to associate with communication encounters. Simply, these people will choose to engage in oral communication less frequently than others having a lower CA, it does not mean that a person with a high level of CA will not engage in oral communication. (McCroskey, 1977, p. 78) The anxiety experienced when communicating may be situation specific (i.e., public speaking, dyadic, meeting, and group). These situations are part of our daily lives and may be part of a general anxiety trait that one faces on a day-to-day basis. (Friedman, 1980, p. 2)

2. Types of Communication Apprehension

There are two types of CA: "State" and "Trait." (McCroskey, 1977, p. 79) "State" apprehension is fear or reaction that is specific to a given communication situation, whereas, "trait" apprehension is a reaction or fear of communication in general, regardless of the specific situation.

a. State Apprehension

Unlike "trait," a more common "state" apprehension is situational, differing from situation to situation and is experienced by most individuals. McCroskey addresses state apprehension as a normal response to an intimidating situation encountered in our daily lives and is not pathological. (Pitt and Ramaseshan,

1989, pp. 1355-1362) Another definition by Thomas, Tymon, and Thomas relates state apprehension as being "specific to the immediate communication episode that the person is facing," such as a given negotiation or an important interview at a given time and place. (Thomas, Tymon and Thomas, 1994, p. 312) A common example of state CA is "stage fright," the fear of speaking in public as the event occurs. The importance of studying state CA is to recognize the problem and determine how to counteract its effect on our lives.

b. Trait Apprehension

Trait apprehension is depicted by one's reaction to various types of oral communication encounters, whether it is a one-on-one conversation, a meeting, or a public speech. (McCroskey, 1977, p. 79) To ensure there is no misinterpretation of the term "trait," McCroskey uses the term "traitlike" to distinguish it from being construed as a true trait such as eye color and height. McCroskey defines "Traitlike CA" as "a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts." (McCroskey, 1984a, p. 16) Generally, trait apprehension is the fear of communication within a given context, regardless of the situation. Trait apprehension occurs even in situations which could not remotely be described as threatening. State apprehension is considered normal for most people to experience, whereas Trait CA is not. (McCroskey, 1984a, pp. 22-38; Pitt and Ramaseshan, 1989, p. 1356)

3. Causes of Communication Apprehension

The cause for CA has not yet been determined. Additionally, there is little research on the causes of CA, of which, there is no consensus among the varying writers. Two explanations that have surfaced for differential traitlike behaviors of individuals are heredity and environment. (McCroskey, 1984a, p. 24) While there is no consensus, most researchers are beginning to accept that there is a heredity

contribution. On the other hand, most have come to agree that reinforcement patterns in a person's environment, particularly during childhood, are the dominant events attributing to one's CA. (Hawkins, 1995, p. 3; McCroskey, 1984a, p. 24) This theory has been reinforced by Phillips & Butt (1966) and Wheelless (1971) who have conducted surveys supporting that CA develops during the early childhood years. It is believed that the behaviors developed as preschoolers are reinforced when a child enters school by teachers who are unaware that the problem exists and teachers who are not prepared to cope with the problem. (Phillips and Butt, 1966, pp. 40-57; Wheelless, 1971, pp. 297-299) Thus, the events that occur in an individual's childhood will follow him or her into adulthood.

In support of the environmental behavior, three theories have emerged: reinforcement, modeling and learned helplessness. Reinforcement theory focuses on positive and negative reinforcement. Positive reinforcement for communicating will serve to lessen one's apprehension and enable more communication. Whereas, negative reinforcement will likely increase one's apprehension and discourage one from communicating. Hawkins uses the example of a student being berated for providing an incorrect answer to a question. The student, fearing further humiliation, then remains quiet. Whereas, the student who is complimented on his or her response, right or wrong, is encouraged to continue participating. (Hawkins, 1995, p. 3; McCroskey, 1984a, p. 24)

Modeling takes the approach "monkey see monkey do." It suggests that children mimic the communication behavior of others they observe. If, like in reinforcement, they are positively rewarded, they will continue to act in the same manner. When their behavior is not rewarded, they will alter their behavior. McCroskey addresses modeling also as an explanation for the development of other communication behaviors such as one's accent, dialect and use of nonverbal

behaviors. An example would be a child learning to speak; the child emulates the communication behaviors of the people he or she observes (parents, etc.). Accordingly, the child will share the same or similar accent and mannerisms. (Hawkins, 1995, p. 5; McCroskey, 1984a, p. 24)

The learned helplessness theory simply states that once an individual fails, the odds are that he or she will fail again and that the failure increases his or her apprehension more each time. (Hawkins, 1995, p. 4) Further, McCroskey finds fault in the previous two theories (reinforcement and modeling) in that they are not all encompassing as is the learned helplessness theory. McCroskey's explanation is that only learned helplessness is applicable to all types of CA as it accounts for both traits of the individual and the variety of situational demands the individual can confront. (McCroskey, 1984a, p. 27)

4. Effects of Communication Apprehension

Most of the research on the effects of CA has been focused on traitlike CA. Two perspectives in looking into the effects of CA are the internal and external impacts of CA. (McCroskey, 1984a, p. 14)

a. Internal Impact of Communication Apprehension

The one effect of CA that has been identified as being universal across both people and types of CA is an internal feeling of discomfort. (McCroskey, 1984a, p. 33) The level of discomfort one experiences correlates with the CA level (i.e., high CA equals a high discomfort). The factors that effect an individual are not matched with the levels of physiological arousal; the physiological variable(s) that affect the CA level of one individual are not universally related to CA across either people or type of CA. The internal discomfort experienced can only be measured by the individual's self report of that experience. Accordingly, the instruments used to measure CA can only be validated via self report. (McCroskey, 1984a, p. 34)

b. External Impact of CA

Unlike the internal impact of CA on an individual which relies on self-reporting measures, some external behaviors become more observable as the individual experiences a higher level of CA. (McCroskey, 1984a, pp. 34-36) Note that until something elevates one's CA level, one's behavior will seem normal. Three patterns have been identified with individuals who experience a high level of CA: communication avoidance, communication withdrawal, and communication disruption. (McCroskey, 1984a, p. 34) Communication avoidance, while not always possible, is where an individual seeks to avoid communication if possible and avoid experiencing high levels of CA. Communication withdrawal is where the individual limits interaction by remaining quiet, speaking only when required and then only as much as is necessary. Communication disruption is the lack of control or authority on one's verbal presentation, or their unnatural nonverbal behaviors. These type of individuals tend to gravitate toward occupations which have limited communication responsibilities, live in locations that have minimal incidental contact with others, and position themselves in less conspicuous places in social gatherings or avoid them altogether. An uncommon occurrence is the individual with a high CA that tries to dominate the conversation. These people are often recognized as poor communicators and not as having a high CA. (McCroskey, 1984a, pp. 34-36)

In contrast, individuals with a low CA would be expected to exhibit behaviors opposite that of someone with a high CA (e.g., they are more apt to look for a job requiring extensive communication, live in heavily populated areas, be gregarious and attempt to dominate conversations). While in general this may be the case, as mentioned above there is no universal pattern that prescribes how one will behave when they encounter a stimulus that affects their CA level. (McCroskey, 1984a, p. 36)

5. Characteristics of Communication Apprehension

Hawkins cites Daly's seven characteristics representative of those having a high CA, four being common to those reported by McCroskey above. Individuals with a high CA:

1. Select occupations they perceive as requiring little communication.
2. Are offered jobs less frequently and are offered lower salaries.
3. Are perceived by others as less socially attractive.
4. Are rated lower on composure, competence, extroversion, and sociability.
5. Disclose significantly less.
6. Rate self-esteem and self-credibility lower.
7. Feel isolated and seclusive. (Hawkins, 1995, p. 5)

As noted by Hawkins, a "high CA has been found to be positively correlated with anxiety, dogmatism, and external control and negatively correlated with emotional maturity, dominance, adventurousness, confidence, self-control, tolerance for ambiguity and need to achieve." (Hawkins, 1995, p. 6)

6. Measuring Communication Apprehension

How do we determine an individual's CA level? While we may be able to identify someone as having a high CA by observing external behaviors, it is not possible to visually determine an individual's level of CA. (McCroskey, 1984b, pp. 85-87) Categorizing an individual's level of CA requires the proper tool or instrument to measure the level of CA. (McCroskey, 1984b, pp. 88-91)

Three methods are used to measure CA at either the state or trait level: self report, observer rating, and physiological arousal. (Clevenger, 1959, pp. 134-145) Clevenger's study showed that while all three methods provide reliable results and are sometimes correlated with one another, they did not measure the same thing. Therefore, it is essential to determine what it is that is being measured and select the instrument that best supports it. (McCroskey, 1984b, pp. 81-86)

The most well-known and frequently used method of measuring traitlike CA is the Personal Report of Communication Apprehension-24 (PRCA-24) a self-report instrument developed by J. C. McCroskey. (Pitt and Ramaseshan, 1989, p. 1357; Smith, Nelson and Smeltzer, 1994, p. 27) Four alternatives available are the Communication Anxiety Inventory, the Lustig Verbal Reticence Scale, the Phillips-Erickson Reticence Scale, and the Unwillingness to Communicate Scale. (McCroskey, 1977, p. 85) The PRCA-24 measures CA in four communication contexts: public speaking, talking in group discussions, talking in meetings, and dyad (i.e., conversing with another person). The PRCA-24 is a Likert-type questionnaire, consisting of 24 questions, with six questions from each of the four communication contexts. Each communication context can be scored to identify apprehension in a specific context, and the total communication apprehension score is the sum of all four contexts. (Stanga and Ladd, 1990, p. 181)

Using a scale of one to five (one being the least apprehensive), the questions on the PRCA-24 solicit the individual's first impressions regarding feelings about communication with other people. (Smith, Nelson and Smeltzer, 1994, p. 28) The range of scores for the PRCA-24 overall run from 24 to 120, low CA to high CA respectively. (Stanga and Ladd, 1990, p. 181) Researchers have consistently reported mean scores on the PRCA-24 ranging from 65.2 to 65.6 using sample sizes that range from 9,000 to 40,000 people (9,000 pharmacy students with a mean of 65.2; 40,000

college students with a mean of 65.5, and a non-college sample of chiropractic assistants with a mean of 65.6). Further, McCroskey reports that a study of over 25,000 subjects implies a score from a normal distribution will have a mean of 65.6 and a standard deviation of 15.3. Scores of plus or minus one standard deviation are considered high or low apprehensive respectively. (McCroskey, 1984a, p. 38) Also, the PRCA-24 has a reported internal reliability of approximately 0.94. (McCroskey, 1984a, p. 38; Smith, Nelson, and Smeltzer, 1994, p. 28; Stanga and Ladd, 1990, p. 181)

7. Effects of a High Communication Apprehension Level

Clevenger parallels McCroskey stating that trait anxiety is different in everyone, and that no two people will react the same in any given situation. (Clevenger, 1984, p. 223) Also, they agree that when confronted with almost any communication situation, an individual with a high CA is characteristically predisposed to react with increased anxiety. (Clevenger, 1984, p. 223; McCroskey, 1984a, p. 15) This is complimented by Eysenck's (1959) research which has shown where anxiety has a greater detrimental effect on tasks as they become more difficult, and by Mayer whose study has shown the ability to solve complex problems drops in half when experiencing high anxiety (from 80% to 40%). (Mayer, 1977, pp. 283-286) Another theory that follows this logic on performance efficiency is by Sarason (1993) on the impact worry effects have on the working memory system. Stanga, Ladd, and Richmond reinforce that people having a high CA are more likely to be poor members of discussion groups than their counterparts (low CA) as they become too fixated on how to cope with their communication deficiencies instead of what is being discussed. (Richmond, 1984, p. 152; Stanga and Ladd, 1990, p. 181)

This section has defined and examined communication apprehension and provided an explanation of the two forms of CA, state and trait. Trait CA, the focus

of this paper, is situational and affects everyone differently. Research on CA has studied both students and professionals in various occupational fields. However, little research has been performed on the relationship between CA and contract negotiations. The next section will lay the foundation for exploring this relationship by defining and examining contract negotiations to determine the importance of communication in the negotiation process.

C. CONTRACT NEGOTIATIONS

1. Definition

Webster's New World Dictionary; Second College Edition of 1974 defines negotiation as "conferring, discussing, or bargaining to reach agreement." Dobler and Burt define negotiation as "the process of planning, reviewing, and analyzing used by two people to reach acceptable agreements or compromises." (Dobler and Burt, 1996, p. 358) They differentiate contract negotiations from a ball game or war in that in contract negotiations both sides should win (win-win) instead of only one side win (win-lose). Lewicki and Litterer define negotiation as "a process that is used when there are no rules, traditions, 'rational methods' or higher authorities available to resolve the conflict (or when the parties choose not to use these mechanisms in favor of a negotiation procedure." (Lewicki and Litterer, 1985, pp. 16-19) The Program Manager's Handbook defines contract negotiations as

a communications process whereby two or more parties, with different or opposing positions, resolve a problem of mutual concern through an integrative solution that best meets the needs and interests of all the parties, and that secures their commitment to fulfill the agreement. (Program Manager's Handbook, 1996, p. 3.8-4)

2. Distributive (Win-Lose) and Integrative (Win-Win) Bargaining

The distribution of outcomes is representative of all negotiations, outcomes are the result of what each party receives. When there is only one issue involved the negotiation is purely distributive in character. (Neale and Bazerman, 1991, pp. 20-21) Lewicki and Litterer use the definitions "competitive, or win-lose, bargaining" to best describe distributive bargaining. (Lewicki and Litterer, 1985, p. 76) Neale and Bazerman take their definition a little further to state that "expense of the other party." (Neale and Bazerman, 1991, pp. 20-21)

Integrative bargaining is when everyone is a winner and is called the win-win approach. (Neale and Bazerman, 1991, pp. 23-24) The structure to integrative bargaining is much different than that of distributive because the goals of the parties are not mutually exclusive and the potential exists for each party to meet his or her objectives. (Lewicki and Litterer, 1985, p. 102) This process leads to a search for ways to benefit each party as they capitalize on the differences in their preferences, normalize relations, and combine efforts to solve the problem(s). Tradeoffs make this approach work, as each party gives up something they rate as lower priority for something of a higher priority. Ultimately, the goal in this process is to reach pareto efficiency where both parties benefit equally, however, this is seldom the case. The best to hope for is to arrive at an outcome that offers acceptable gains for all parties. Thus, integrative agreements occur as both parties look for different ways to increase the size of their share of the pie. (Neale and Bazerman, 1991, pp. 23-24)

The biggest difference in the two approaches is in the flow of information between the two parties. In the distributive approach there is little sharing of information for fear of reducing one's advantage. The opposite is true for the integrative approach where it is essential that preferences be known to the other party so that issues of lesser value can be traded for those of greater value. Strategies used will correlate with the knowledge of or previous experiences with the other negotiator. (Neale and Bazerman, 1991, p. 29; Pruitt and Lewis, 1977, p. 174)

3. The Contract Negotiation Process

The Program Manager's Handbook identified the nine major steps in the contract negotiation process as shown in Figure 2.1. Each step in the process requires communication with either the customer (end user) and the seller (contractor) or both. It is important to note that contract negotiations are more than just two people or two teams sitting down to make a deal, but a semi-formal process designed to ensure the needs and interests of both parties are satisfied. (Program Manager's Handbook, 1996, p. 3.8-5)

- | |
|--|
| <ol style="list-style-type: none">1. Acquisition Plan2. Purchase Request3. Solicitation4. Proposal5. Negotiation Preparation6. Performing Negotiation7. Documenting Negotiation8. Contract Award9. Performance <p>(Program Manager's Handbook, 1996, p. 3.8-5)</p> |
|--|

Figure 2.1. Negotiation Process

The process of contract negotiations begins with the first discussion between the customer and the seller (contractor). Market research and information regarding the product or service are collected regarding the requirement and used to develop the acquisition plan, prepare the purchase request and initiate the solicitation. Upon receipt of the proposals one can begin preparation for the negotiation. It is important prior to and following the negotiation to document the process with Business Clearance Memorandums (BCM). Once the contract is awarded, negotiations are

considered complete, but they actually extend throughout the contract performance cycle. (Program Manager's Handbook, 1996, p. 3.8-5)

4. The Negotiation

The actual negotiations that take place are only one step in the contract negotiation process. It is important to note that prior to sitting down at the negotiation table both parties have already spent many hours researching, collecting data, analyzing, preparing, and coordinating by themselves and/or with team members. The negotiation normally includes an opening, exploratory session, search for solutions, choice of solution and documentation of the agreement. (Program Manager's Handbook, 1996, p. 3.8-5)

The team leader is responsible for opening the conference with a statement outlining the area for discussion and setting forth the meeting format. The opening of the conference is probably the most crucial moment in this step of the process. It is here the stage is set and the tone of the approach and attitudes will be developed that will last throughout the negotiation. The "Exploratory Session" occurs following the introductions and opening statements of the negotiation. It is at this point where preliminary questions are asked regarding the information received which requires further explanation. These discussions are important because they may reveal differences in interpretation of the information obtained prior to the negotiation that may need clarification. In "Searching for Solutions" the negotiators explore problem areas to determine the interests and needs of each party. The search for solutions to satisfy each party's interests may come from either an integrative or a distributive approach. Choosing a solution is not always easy, particularly when one or both parties take the distributive approach. It is important in choosing a solution that both parties have the right attitude to find a position that benefits interests of both parties. Once the negotiation is completed, it is recommended that the agreement be

documented, thus ensuring the critical elements of the agreement are in writing.
(Program Manager's Handbook, 1996, p. 3.8-5)

5. Objectives of a Good Negotiation

Dobler, and Burt identify three major objectives that are common to all negotiations and four additional objectives which must be frequently met:

1. Major objectives:
 - a. To obtain the quality specified.
 - b. To obtain a fair and reasonable price.
 - c. To get the supplier to perform the contract on time.
2. Alternative objectives:
 - a. To exert some control over the manner in which the contract is performed.
 - b. To persuade the supplier to give maximum cooperation to the buyer's company.
 - c. To develop a sound and continuing relationship with competent suppliers.
 - d. To create a long term partnership with a highly qualified supplier. (Dobler and Burt, 1996, p. 358)

To achieve the above objectives requires communicating your requirements to another party. As expressed in the list above this may require one to express the quality desired, determine a fair and reasonable price, set up a delivery schedule that is acceptable to both parties or to reach agreement on any of the other alternative objectives. The ability to reach these objectives in part is determined by how effectively we communicate our desires and position to others.

6. Characteristics Affecting Negotiation Outcomes

Steve and Karl Albrecht relate the apprehension one feels about negotiation to the psychology behind it. (Albrecht and Albrecht, 1993, p. 15) They report that a majority of negotiators report some apprehension at the thought of working their way through a typical business deal that involves high-stake outcomes and that most have certain natural reflexes, or emotional blocks that limit one's capability of successfully making a good deal for themselves. In support of their position, they have cited ten psychological blocks to negotiating that may interfere with getting a good deal: 1) the need to be nice, 2) the need to be accepted and approved, 3) the fear of confrontation, conflict, or disharmony, 4) guilt about asserting your self-interest, 5) the fear of being taken, 6) being intimidated by domineering people, 7) lack of self-confidence, 8) the difficulty of thinking under pressure, 9) the prospect of negotiator's remorse, and 10) fear of losing face with boss or colleagues. (Albrecht and Albrecht, 1993, p. 15)

Barlow and Eisen believe that a sound negotiation begins with the negotiator and that it is essential to know his or her own strengths, weaknesses, and self-esteem before entering a negotiation. (Barlow and Eisen, 1983, pp. 91-96) They identified the following key traits of superior performers that one should analyze to determine areas for improvement: self-esteem, responsibility, optimism, goal orientation, awareness, creativeness, communication ability, growth orientation, response to pressure, trust and risk taking. In recognizing one's strengths and setting goals, Barlow and Eisen have found that the individual who enters a negotiation with a high expectation level will generally emerge further ahead of the individual that has no such aspirations. (Barlow and Eisen, 1983, pp. 91-96)

In reviewing the relationship between personality predispositions and negotiation outcomes, Lewicki and Litterer conducted a study of the relationship between personality predisposition and negotiation outcomes on 108 Princeton undergraduates

using the eight personality factors proposed by Hermann and Kogan that should differentially affect negotiation outcomes: 1) level of manifest anxiety, 2) authoritarianism, 3) cognitive complexity, 4) tendency to be conciliatory, 5) dogmatism, 6) propensity toward risk taking, 7) level of self-esteem, and 8) predisposition toward suspiciousness. The results failed to provide a consistent pattern with respect to the impact of any one personality element across the outcomes measured. (Lewicki and Litterer, 1985, p. 262)

The overlap that exists in the opinions and studies of the above researchers indicate the importance that the characteristics of one's personality play in the negotiation process.

D. HOW COMMUNICATION APPREHENSION MAY AFFECT CONTRACT NEGOTIATIONS

This section discusses theoretical notions about the relationship between CA and negotiation. Figure 2.2 is provided as a conceptual framework identifying key factors believed to be important in the relationship between CA and contract negotiations.

1. Individual Factors

It is seldom in a negotiation that everyone is of the same background, education, and experience level; however as identified by the research above, all of these variables and many more certainly should be given consideration when an organization fields either an individual or a team to hammer out an agreement through contract negotiations.

2. Expected Level of Communication Apprehension Among Contract Negotiators (Trait Apprehension)

Is CA a problem that affects negotiators? Initially one would say no, because one would assume that those with a high CA level would avoid a negotiation position for fear of communicating with others.

To date, there is little known research identifying the affects of CA on contract negotiations/negotiators. However, based on the research that has been conducted, one can support the theory that those with a high CA level would avoid a negotiation position for the following reasons: First, the basis for negotiations is the communication of one's position and the interaction to reach a mutual agreement. Research has demonstrated that those with a high CA will avoid situations requiring communication. Second, those with a high CA have been shown to avoid positions requiring much communication. The reverse is true for low CA types. (McCroskey, 1977, p. 87)

Contrary to this theory, I believe there are individuals with high CA levels within the negotiation field based on the following considerations. First, someone with a high CA may be forced into a position by promotion or the need for a job. Second, studies show that about 20 percent of all incoming college students display a high level of CA and that approximately another 20 percent are affected to some degree. (McCroskey, 1977a, pp. 78-80; McCroskey, 1977b, pp. 27-33) These same people eventually reach the job market as teachers, salesmen, and accountants as is shown in other research by Hawkins, Pitt and Ramaseshan, and Stanga and Ladd respectively. Hawkins reported that research indicates that one third of the teachers at the lower elementary level suffers from CA. (Cooper, 1984, pp. 247-248; (Hawkins, 1995, p. 8)

Another study by Pitt and Ramaseshan regarding salesmen showed that CA was below average as a population but that there were people with average and above average CA levels and that the average CA level varied with the nature of the product/service. (Pitt and Ramaseshan, 1989, p. 1360) The research conducted by Stanga and Ladd on accounting students reflected 19 percent of the students had high levels of CA (scores greater than one standard deviation above the national mean).

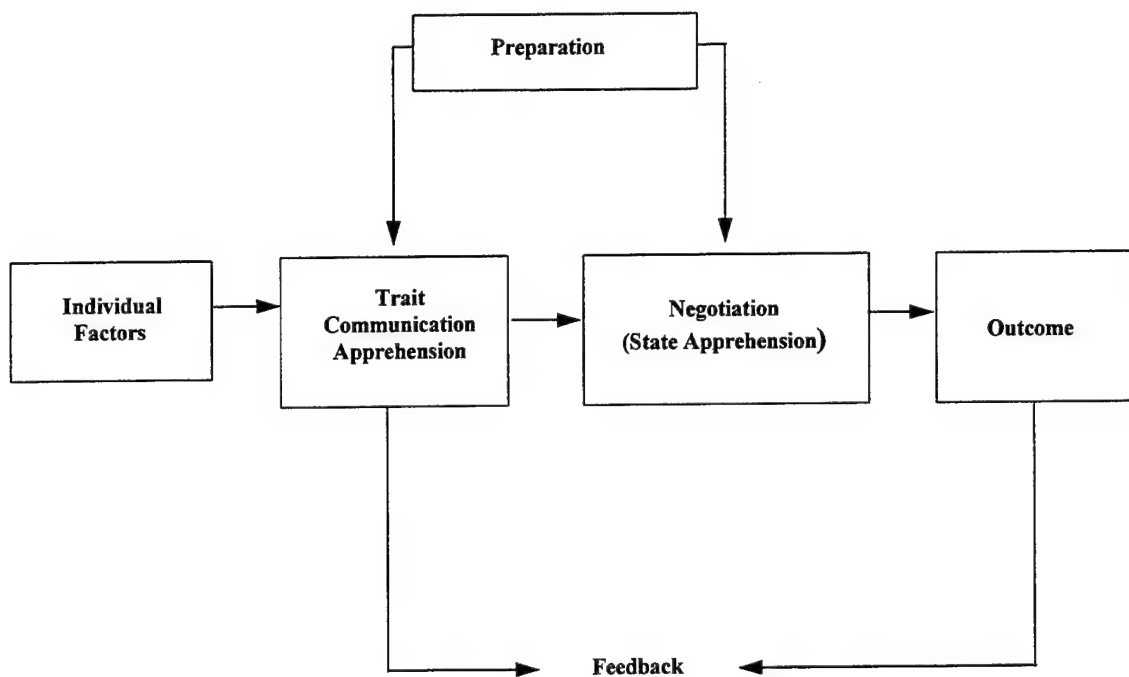


Figure 2.2. Conceptual Model of Communication Apprehension for Contract Negotiations

(Stanga and Ladd, 1990, p. 185) Therefore, there is a high probability that we will find negotiators having a high CA level.

3. Communication Apprehension and the Negotiation Process (State Apprehension)

Note in Figure 2.2 the negotiation process constitutes state apprehension or the response to specific situations encountered in daily life. Figure 2.2 suggests that trait CA is related to state CA prior to and during negotiations. This is supported by Thomas, Tymon, and Thomas in their research, where they found a strong positive relationship between state and trait CA. Their results showed that those with a high trait CA were likely to experience a high state CA. (Thomas, Tymon, and Thomas, 1994, p. 322)

Contract negotiations are a dynamic process with many variables which may or may not cause one to experience an increase/decrease in his or her CA level. Several facts support this: 1) Research by Daly and Stafford has tied various personality and demographic variables to one's disposition and cite four categories: a) sex differences, b) self-esteem, c) social-personality variables, and d) other personality variables. (Daly and Stafford, 1984, p. 131); 2) research by Stanga and Ladd has shown that variables (e.g., seating choice, job satisfaction, interpersonal attraction) are related to the level of CA as measured by the PRCA-24. (Stanga and Ladd, 1990, p. 182); 3) Clevenger, Daly and Stafford, and McCroskey identify a person with a low CA level as being more likely to adapt to changes in variables with less additional anxiety than that of someone with a high CA level. (Clevenger, 1984, p. 223; Daly and Stafford, 1984, pp. 136-137; McCroskey, 1984a, pp. 34-35); and 4) McCroskey holds that one's behavior cannot be predicted to be universal. (McCroskey, 1984a, p. 34)

Based on the reinforcement and learned helplessness theories described by McCroskey earlier in this chapter, one can construct some hypotheses about some of

the variables and their affect on the negotiation process. I would hypothesize that the more information/preparation one has acquired/achieved, the more at ease one will be going into a negotiation, whereas the less one knows, the higher the anxiety/CA level can be expected. This is based on the facts that 1) the more one knows about the specifics of the negotiation at hand, the more comfortable he or she will feel discussing/negotiating the issue(s) and 2) the more often one has positive experiences from being adequately prepared the more it will reinforce a positive experience to negotiating and lower his or her CA level for future negotiations. However, the inverse can occur as sometimes a contract will be assigned to someone at the last minute. Reacting to a last minute crisis without preparation/knowledge of the negotiation will likely increase one's anxiety level. This is based on the premise discussed above that someone with a high CA level is more apt to experience increased anxiety than someone with a low CA level. Therefore, as preparation time increases/decreases it is likely that one's CA level will decrease/increase respectively.

Another hypothesis using similar logic is that the more one knows about his opposing negotiator the lower the level of anxiety one should experience. When one is familiar with his/her opponent he/she can prepare his/her strategy and tactics for the negotiation. However, the less one knows about the other negotiator the less prepared one will be to act upon that person's strategy/tactics. McCroskey relates the higher the degree of familiarity one has with the individual they are communicating with the lower the degree of CA they experience. (McCroskey, 1984a, p. 25)

How does one's CA level affect the dynamics of the negotiation process? The higher the CA level is going into the negotiation process the more likely one's mind will be preoccupied and not comprehend what is being discussed or be able to adapt to changes that occur during the negotiation process. This is supported by both Mayer and Sarason as discussed in Section B, of this chapter discussing how one's ability to

solve complex problems drops in half and the negative impact of worry on the working memory for those experiencing a high anxiety respectively.

The opponent's tactics used in the negotiation process will also positively or negatively impact one's CA level. The tactics may include, but are not limited to: the seating arrangement, time constraints, surprises (e.g., new information), change in contract type midstream, intimidation by bringing in a senior member of the company (e.g., president, vice president) to sit in on the negotiations, and ignoring the lead negotiator. This is supported by Stanga and Ladd in their research showing how variables relate to one's CA level. (Stanga and Ladd, 1990, p. 182)

4. Outcomes

What is CA's effect on the final outcome of a negotiation? Based on the research of Pitt and Ramaseshan on salespersons, there is an inverse relationship between the apprehension and performance. Lower apprehension yields better performance. Additionally, their research of the four common communication contexts showed similar inverse correlations. (Pitt and Ramaseshan, 1990, p. 1360) Thus, the final outcome of the negotiation is likely to be affected by one's CA level, with success favoring one with a low CA level. Other factors which may affect the outcome is the personalities, the preparation, the tactics, strategy and events that take place before and during the negotiation.

McCroskey addresses another theory regarding the outcomes in that a high CA will lead one to possible misinterpretations of the outcomes. This would cause one to believe he or she correctly did something when in fact they did it incorrectly or vice versa. Thus, the quality of feedback is important so as not to falsely reinforce a practice. (McCroskey, 1984a, p. 37)

5. Feedback

The model in Figure 2.2 represents the dynamic process of CA in the contract negotiation environment. The last step in the process is feedback. Feedback is important in how one adjusts to his or her environment by closing the loop in the process. The reinforcement, modeling and learned helplessness theories all stress the importance of how success breeds success and will lower one's CA level, whereas, failure will enhance the likelihood of future failure and increase one's CA level. (McCroskey, 1984a, pp. 25-27) Therefore, the results of how the outcomes are assessed and then feedback into the individual factors provide positive or negative reinforcement which can modify one's CA level when faced with a similar situation later on. This would support the hypothesis that the CA level for senior negotiators (those with more experience/negotiations) would be less than that of the junior or inexperienced negotiators.

E. SUMMARY

This chapter has addressed communication apprehension (CA), contract negotiations and the effects of CA on contract negotiations. While most of the existing research in communication apprehension has not addressed contract negotiations specifically, all of the factors discussed appear relevant to the contract negotiations setting.

In presenting CA, McCroskey's definition "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons," was used. There are two types of CA: State (fear or reaction to a specific situation) and Trait (reaction or fear of communication in general, regardless of the specific situation). The cause for CA has yet to be determined; of the theories that exist (heredity and environment), there is no consensus among the varying researchers. Research on the effects of CA has been focused on traitlike CA, looking

at both the internal (feeling of discomfort) and external (communication avoidance, communication withdrawal, and communication disruption) impacts of CA.

In measuring CA, the study addressed several instruments although it focused on and used McCroskey's Personal Report of Communication Apprehension-24 (PRCA-24) a self-report instrument, the most well known and frequently used. Focusing on the effects of a high CA level, research was clear in that trait anxiety is different in everyone and that no two people will react the same in any given situation.

Several definitions of negotiation were presented. Negotiation outcomes are either distributive (win-lose) or integrative (win-win), the biggest difference between the two being in the flow of information between the parties. The negotiation process was presented identifying the steps to show the communication that takes place and the objectives in the negotiation process. The characteristics affecting negotiation outcomes highlighted the ten psychological blocks identified by Steve and Karl Albrecht who relate the apprehension one feels about negotiation to the psychology behind it.

The last section discussed how CA may affect contract negotiations by presenting theoretical notions about the relationship between CA and negotiation. A conceptual model was presented that addressed factors that may affect one's CA when faced with a negotiation situation. In looking at whether CA is a problem that affects negotiators, the assumption was that the expected level of high CA individuals would be small based on the research presented above. Although the assumption made clear that contract negotiators would most likely have a low CA, there would be a small percentage of contract negotiators in the field that have a high CA level. In looking at CA and the negotiation process, several variables affecting CA were presented; however, the most important factor is an individual's ability to adapt to changes and

its relationship to one's CA level. This section followed the model in Figure 2-2, finishing with how CA affects the final outcome of a negotiation and how the outcomes provide feedback which affects one's CA level with positive or negative reinforcement.

The literature review provided the background information to develop the methodology used to produce the survey addressing how communication apprehension affects contract negotiations.

III. METHODOLOGY

This chapter discusses the process used to develop, design, and implement the survey on Communication Apprehension (CA) and contract negotiations used in this research.

A. QUESTIONNAIRE DEVELOPMENT PROCESS

The survey's purpose was to: 1) determine the range of CA levels within the field of contract negotiations, 2) determine what variables affect one's apprehension in the contract negotiation environment and to correlate them with one's CA level, and 3) describe what variables the participants considered important in increasing or decreasing the CA level in that population. Survey development was an iterative process that began in early February 1996 and was finalized five months later in July 1996. The questionnaire was developed in four stages: 1) review of the literature in both CA and contract negotiations (see Chapter II), 2) exploratory data gathering to aid in the design of the survey, 3) development and administration of a pilot survey to test for quality of design, and 4) design of the final survey instrument.

1. Exploratory Data Gathering (March 1996)

a. Procedures

The purpose of this stage was to establish a foundation and acquire interim data on the effects of CA prior to and during a contract negotiation. An exploratory survey was designed and administered to an initial sample consisting of 20 graduate level students at the Naval Postgraduate School (NPS) and 14 contracting professionals from industry. The students and contracting professionals were engaged in mock contract negotiations which were the final examination requirement for a graduate level course in contract negotiations. It was believed that participants

actually involved in a negotiation could readily identify their level of apprehension before and during the negotiation process.

The objectives of the exploratory survey were to: 1) solicit data input for use in developing the final survey to examine the effects of CA on contract negotiators, and 2) determine to what degree, if any, CA might affect contract negotiators and the negotiation process.

The survey consisted of a series of written questionnaires and an interview (with the contracting professionals from industry only). The questionnaires consisted of both qualitative and quantitative questions. The responses provided data for generation of the pilot survey. The exploratory survey was administered in four parts: 1) a questionnaire two days prior to the negotiation (see Appendix A), administered only to the students; 2) a questionnaire immediately preceding the negotiation, administered to all participants; 3) a questionnaire about one-half to two-thirds of the way through the actual negotiation, administered to all participants; and 4) an interview with the contracting professionals (in person or via telephone within one week of the negotiation).

The initial questionnaire (see Appendix A), administered two days prior to the negotiation, was designed to determine the general anxiety and feelings going into the negotiation for the twenty students. Additionally, it tried to determine what characteristics the students thought were most important to a good negotiation. This questionnaire consisted of questions requiring a ranking, several questions requiring open-ended responses, and McCroskey's Personal Report of Communication Apprehension-24 (PRCA-24). The PRCA-24 is discussed in Chapter II. In general, the PRCA-24 measures CA in four communication contexts: public speaking, talking in group discussions, talking in meetings, and dyad. The intent was to explore the anxiety levels the students were experiencing prior to the negotiation with their

reported CA from the PRCA-24. The contracting professionals were not included in this phase as they were not readily accessible due to location.

Immediately preceding the negotiation, a second questionnaire (see Appendix B) was administered to the twenty students and the eighteen contracting professionals using both quantitative (Likert-type) and qualitative-type questions. The intent was to see what the anxiety level was among the negotiators at this stage, to look at other factors affecting them going into the negotiation (such as feelings about their preparedness and the amount of time spent in preparation), and to determine their confidence not only in reaching an agreement but also reaching it within their established minimum and maximum ranges.

The final questionnaire (see Appendix C) in this phase of the data gathering was administered during a caucus in the later part of the negotiation. This was designed using both quantitative (Likert-type) and qualitative questions, again to determine the participants' level of anxiety and to see how well and why they reacted to changes/surprises throughout the negotiation.

Last, the contracting professionals were interviewed to gain additional insight into their experiences with anxiety prior to and during a negotiation. A variety of topics were discussed, however those providing the most insight were about an individual's personal experience in a situation where he or she experienced the most or least apprehension/anxiety during a contract negotiation. Their explanations of why the situation was considered to be anxiety producing, and how he or she handled it were instrumental in developing the questions for the pilot survey.

b. Results

As part of the exploratory data gathering, students and professionals ranked the most important characteristics of a good negotiator. The results were fairly close with both groups, having four out of five characteristics the same in their top five. Listed below, in order of preference, are the top five characteristics considered important by group.

Students	Professionals
1. Listener	1. Preparation
2. Ability to analyze information quickly	2. Ability to analyze information quickly
3. Preparation	3. Listener
4. Persuasive speaker	4. Expert knowledge
5. Honesty, Integrity & Fairness	5. Honesty, Integrity, & Fairness

Based on self-report questionnaires that asked participants to assess their level of anxiety before and during the negotiation, the level of nervousness was lower during the negotiation as compared to the level of nervousness prior to the negotiation.

The exploratory survey also showed that 72.4 percent of the people encountered some surprises during the negotiation and that 96 percent felt they had handled the situation fairly well (reported a score of 1 or 2, using a scale of 1-5, 1 meaning they felt they handled it very well). The unanimous reason why they were able to handle the surprises was that they had adequately prepared for the negotiation.

The results of the PRCA-24, administered to the students in the initial questionnaire, indicated that there is a high probability that there are individuals with a high CA level in the field conducting contract negotiations, and that there are factors that can reduce one's anxiety level (e.g., preparation, knowledge, analytical capabilities). While the sample size was generally small, the continuum of anxiety and PRCA-24 scores ranged from low (30) to high (97). This finding invalidated the initial assumption that individuals with a high CA would avoid a job in contract negotiations and supported the need for further research in this area. As a result, six additional questions covering negotiation-specific issues were developed to augment

the PRCA-24. The questions were formatted similar to that of the PRCA-24 and were designed to examine one's feelings about participating in negotiations.

A more detailed questionnaire was developed using the input of the participants in Stage 2, and a pilot survey was conducted.

2. Pilot Survey to Government and Industry Negotiators (May 1996)

a. Procedure

Prior to releasing the questionnaire to hundreds of people, a pilot survey was administered to ensure the questions would be understood. The pilot survey also served to check the reliability of the six questions added to the PRCA-24 which related to negotiations. To ensure these objectives were met, a select group of Government and industry representatives completed the survey and were interviewed. As a result, several changes were made to clarify misleading statements and questions.

The questionnaire was piloted with both Government and industry personnel on May 21, 1996. The questionnaire was administered to 14 volunteers made up of eight Government and six industry personnel. Of these, 50% were interviewed face-to-face, and the remainder completed the questionnaire independently and annotated their comments on the form.

The interviews took approximately one hour each and were conducted using two methods based on the preference of the interviewee. In a majority of the interviews, the interviewee discussed each question for clarity and intent as he or she completed the questionnaire. The remainder of the participants completed the survey before discussing it to clarify questions and provide feedback on their opinions. Those taking the survey and then discussing it spent between 20 to 30 minutes filling out the questionnaire.

b. Results

As identified above, an additional six questions were added to the PRCA-24 to examine one's feelings about participating in negotiations. The scores from the additional six questions were found to have a similar range as that of the four contexts in McCroskey's PRCA-24. The alpha (α) internal consistency reliability coefficient for the questions was 87.89, which is similar to the reliability coefficients for the four contexts (see Table 7, p. 45).

Overall, the participants felt the questions and format were well laid out and sufficiently covered both contract negotiations and the effects of CA/anxiety on contract negotiators. Minor changes were made to enhance the readability of the questions.

B. FINAL SURVEY (JULY 1996)

The final questionnaire (Appendix D) was divided into three parts: demographics, the PRCA-24 plus six questions, and a series of questions (essay, list and Likert-type) concerning one's opinions about contract negotiations.

The demographics were designed to acquire information about the participants and their contract negotiation background. The breakdown of the questions (e.g., years of experience, level of education) was based on ranges used by the National Contract Management Association (NCMA) in their application form.

The PRCA-24 and the additional six questions regarding negotiation examine one's communication apprehension in various contexts by using responses scaled on a five-point Likert-type format with a response rating from 1 = "Strongly Agree" to 5 = "Strongly Disagree."

The last section used both quantitative and qualitative questions about contract negotiations. This consisted of five short essay questions, five questions using a five-point Likert-type format with a response rating from 1 = "Very Uncomfortable" to 5

= "Very Comfortable," and two questions requesting open-ended responses that required the participant to provide a list ranking by priority, ranking from highest to lowest.

C. SAMPLE SIZE

The eventual aim of the sample was to make statements about the population that had some validity. Therefore, it was important that the sample be representative of the population. To achieve a valid inference about a population it is important that the principle of randomness be incorporated in the sample selection procedure. (Newbold, 1995, p. 224) Because the total population of contract negotiators was not available, it was not possible to achieve total randomness in this study. Therefore, a convenience sample was taken in this study which may result in a random error and some bias. As a result, the sample may be skewed and may not be representative of the population and the inferences made may not truly reflect the population.

The sample size was 1,099 consisting of both Government (568) and industry (531) contract negotiators. Compiling the sample size was a two-phase operation. The first phase consisted of soliciting Government and industry organizations for their support in participating in the survey. In the second phase, the NCMA was contacted to acquire additional industry participants from their data base to equalize the size of the industry participants with that of Government.

In the first phase, the Government organizations selected were the major systems commands for each of the Services within DOD and Department of Transportation (DOT), as well as various smaller buying organizations. The Government buying organizations and points of contact were acquired from the DOD Directory of Contract Administration Service Components of 1992, the Army Contracting Organization and Management Data of April 1995, the Defense Logistics Agency Customer Assistance Handbook twelfth edition-1996, a list of all Marine Corps Contracting

offices, and a list provided by Dr. Lamm (Associate Thesis Advisor and Academic Advisor for the Systems Acquisition and the Contracting Curricula at the Naval Postgraduate School). Industry organizations were selected using a data base of points of contact in contracting that deal with the Government (provided by Dr. Lamm). Selections for both Government and industry were made by calling each organization on the lists in order; if the line was busy, the next organization on the list was contacted. After attempting to call all of the organizations, the procedure was repeated. Organizations were solicited for a two week period; therefore, the size of the population was time driven. Each agency/ organization successfully contacted committed to distributing a certain number of surveys.

The second phase was initiated as a result of the inequity between the number of Government and industry participants. Based on the significant difference between the two, the NCMA was contacted. They provided 387 names of members listed in their data base as being either a contracting officer or contract specialists, of which the first 310 were mailed surveys (without previous contracts).

D. SURVEY ADMINISTRATION

From phase one of the survey distribution, a coordinator from each organization was identified and provided the requested number of surveys to avoid waste and increase the return rate. The survey was administered in three forms: hard copy, e-mail, and fax. The mailed questionnaires included a pre-addressed postage-paid envelope for the return of the surveys.

Each command/organization coordinator was provided a cover letter reviewing the information discussed over the phone (e.g., the survey takes approximately 15-20 minutes, and the number of surveys provided) and thanking them for their participation and support. In addition, a separate cover letter was attached directly to each survey to identify the purpose and use of the survey and to advise the

participants that participation was strictly voluntary and that their responses would be confidential.

To limit bias in the responses, coordinators were asked not to "hand pick" their best negotiators to complete the survey. This was to ensure that a cross-section of their activity was provided yielding more realistic results. Additional pre-addressed envelopes were provided for each participant so they could return confidential/sealed responses to the coordinator. The participants were also given the option of returning the surveys directly to the researcher if they were uncomfortable turning them into the coordinator.

E. METHOD OF ANALYSIS

1. Quantitative Analysis

Data were entered into the Statistical Package for Social Sciences (SPSS) software for analysis. The questions were sub-divided into categories (e.g., demographics, communication apprehension scores, negotiation factors prior to and during) that followed the model presented in Figure 2.2.

For each category, the questions were evaluated with respect to their frequencies and the descriptive statistics (e.g., mean, median, mode and standard deviation) for questions on the survey. In addition, SPSS provided the capability of segregating the responses to the questions by both Government and industry for comparative analysis. The reliability coefficient was calculated in analyzing the PRCA-24 scores for the various contexts (i.e., public speaking, dyad, meeting, group, negotiation and the overall scores) to confirm the validity of the results. Last, SPSS provided the capability to determine if there was any correlation in the responses between the survey questions.

2. Qualitative Analysis

Open ended questions were typed verbatim and entered using word processing software. These input resulted in 302 single-spaced pages of data for the five qualitative questions. Line-by-line content analysis was conducted for each of the qualitative questions. Content analysis yielded numerous themes which will be reported in Chapter IV.

F. SURVEY SAMPLE

The overall response rate for all of the surveys distributed and included in the analysis was 61.1% (673 returned of 1099 distributed). According to Babbie, a response rate of 50% is considered adequate for analysis and reporting. A response rate of 60% is good (Babbie, 1990, p. 182). The Government response rate was 78.2% and the industry response rate was 42.9%.

G. SUMMARY

The methodology for this study allowed for the gradual design and development of the questionnaire through exploratory data gathering and a pilot survey. This process permitted the selection of the appropriate type and style of questions to acquire a higher quality response to the questionnaire. Additionally, the selection of the participants for the sample and the survey administration required careful consideration in achieving quality data. The quality of the questionnaire, the sample population, and the survey administration process ensured that the results and the analysis were as accurate as possible.

IV. RESULTS AND ANALYSIS

A. INTRODUCTION

The purposes of this chapter are to 1) present the results of the contract negotiations survey and 2) explore the relationship between communication apprehension and contract negotiation.

The data presented in this chapter follow the format of the conceptual model for communication and contract negotiations presented in Figure 2.2. The Statistical Package for Social Sciences (SPSS) software package was used to compute the statistical values.

B. DEMOGRAPHICS

The following paragraphs discuss the results of the information compiled from the survey regarding job title, employer, Government agency, function and gender of the participants.

1. Job Title

The top ten job titles of this sample of contract negotiators are listed in Table 1 and account for over 87% of the sample population. The remaining 13% range from chief executive officer to a subcontract specialist.

The top two fields are contract specialists who are predominantly Government and contract administrators who are industry employees. Based on the wide variety of job classifications, there appears to be a fair representation of the contracting workforce with the concentration being those who deal with contracting on a day-to-day basis.

Table 1. Job Title

Job Title	Percent
1. Contract Specialist	39.1%
2. Contract Administrator	9.5%
3. Contracting Officer	8.0%
4. Contract Manager	7.7%
5. Contract Specialist, Supervisory	6.4%
6. Contract Negotiator	5.8%
7. Administrative Contracting Officer	2.7%
8. Price/Cost Analyst	2.7%
9. Director of Contracting	2.4%
10. Contract Relations Representative	2.4%
11. Other	13.3%

2. Employer

There were four categories cited under the employer section of the demographics: Federal Government, small business, large business, and other. Initially, the private industry responses were subdivided into small and large businesses to determine if there were differences between the two that would bias the results. However, as the number of small businesses was negligible, large and small businesses were collapsed into one category (industry), and the results were compiled into two categories: Government and industry as depicted in Table 2.

3. Government Agency

Government agency addresses the organization within the Government where the respondent works and includes Department of Energy (DOE), USMC (United States Marine Corps), United States Navy (USN), United States Air Force (USAF)

Table 2. Employer

Employer	Quantity	Percentage
Government	442	65.5%
Industry	231	34.5%
Total	673	100%

United States Army (USA), General Services Administration (GSA), National Aeronautics and Space Administration (NASA), Defense Contract Management Command (DCMC), Department of Transportation (DOT), Department of Energy (DOE), Defense Logistics Agency (DLA), and others. Table 3 provides a synopsis of the agencies within the Government for the respondents of the sample population.

Table 3. Government Agency

Organization	Percent
USN	27.0%
USAF	23.8%
USA	18.4%
DLA	17.3%
DCMC	5.8%
USMC	4.5%
DOT	2.2%
NONPROFIT ORGANIZATION	0.7%
NASA	0.3%

Note: The percentage is based on the number of Government respondents in the sample population, where $n = 442$.

It appears that the majority of the responses to the survey were from those organizations within the Government that have the largest procurement workforce.

4. Function

There are two positions in contract negotiations: buyer and seller. A negotiator may be responsible for one or both of these functions within a commercial organization. As shown in Table 4 below, the preponderance of respondents were buyers. Buyers were from the Government, and sellers were industry negotiators. Negotiators conducting both buying and selling functions were from industry.

Table 4. Function

Function	Government	Industry	All	Percentage
Buyer	442	39	481	71.8%
Seller	0	129	129	19.2%
Both	0	60	60	9.0%
Total	442	228	670	100.0%

5. Gender

Table 5 provides a breakdown of both male and female respondents to the survey. Both as a sample population and broken out by Government and industry, there is a larger percentage of males who responded to the survey. A larger percentage of the contracting workforce in industry who responded to the survey was male as compared to the Government.

Table 5. Gender

Gender	Respondents	All	Government	Industry
Male	369	55%	52%	61%
Female	304	45%	48%	39%
Total	673	100%	100%	100%

C. DESCRIPTIVE STATISTICS

Table 6 provides a synopsis of the descriptive statistics with respect to contract negotiation experience, time in the acquisition field, highest level of education and the dollar range of contracts negotiated.

Table 6. Descriptive Statistics

Variable¹	Mean²	Mode	Standard Deviation	Government Mean	Industry Mean	Difference
Experience	4.32	5.00	.50	4.11	4.74	.63
Time	4.53	5.00	1.17	4.39	4.79	.40
Education	3.11	3.00	.99	2.96	3.39	.43
Dollar Range	4.86	5.00	1.64	4.73	5.10	.38

Note 1: Coding values for the variables are found in Appendix E.

Note 2: The scales used to decipher the values of the mean and mode are presented in Appendix F.

Across the board, industry contract negotiators who responded to this survey have more experience (negotiation experience and time in the acquisition field), education, and authority (higher dollar value of contracts being negotiated).

Over 75% of the sample population has greater than six years experience for both time in the negotiation field (Government-79.3%; industry-90.9%) and amount

of contract experience (Government-71.2% ;industry-87.2%). The percentage in the sample population with contract negotiation experience over 11 years is 45.9% for the Government and 66.9% for industry, thus industry participants are a more mature workforce than Government participants. In addition, industry is better balanced than the Government with one third of their workforce having less than ten years experience, one third between 11 to 20 years and one third greater than 20 years experience. Comparatively, the Government has a high concentration of personnel with ten or less years of experience. The large number of Government participants within the sample size with less experience has the potential to bias the results of the survey.

The education level of the average contract negotiator within the sample population is slightly above a bachelors degree. Statistics show that 82% of the sample population holds a bachelors degree or higher with 35.7% having a masters degree or above. Clearly, industry personnel are more highly educated than those conducting contract negotiations for the Government with a mean of 3.39 compared to 2.96, where 3.0 represents a bachelors degree. This is further illustrated in that industry has 84.4% with a bachelors degree or higher (38.5% holding a bachelors degree, 44.6% a masters degree, and 1.3% a doctorate), while Government has 77.1% with a bachelors degree or higher (50.3% with a bachelors degree, 26.3% a masters degree and 0.5% a doctorate). This is amplified when comparing the percent of the population holding a masters degree or above, as industry has 1.7 times as many as Government with 45.9% and 26.8% respectively.

The average dollar range of contracts negotiated is between one million to ten million dollars with 32% of the participants negotiating in that range. More than 57% of the sample population negotiates contracts over one million dollars. Industry as a

population negotiates with higher levels of authority than Government negotiators as 63% negotiate contracts over a million dollars versus 54.6% in the Government.

Experience is also an indicator of the dollar range negotiated. The more experience one has the greater the dollar range one is likely to be permitted to negotiate. These data appear to show a steady rise in the percentage of the sample population negotiating up to the \$1,000,000 to \$10,000,000 range where it peaks. Industry's more mature population may contribute to this creating a bias.

D. LEVELS OF COMMUNICATION APPREHENSION

The average scores on the PRCA-24 plus the six additional questions on negotiation are listed below in Table 7.

Table 7. PRCA-24 Results for Contract Negotiations

Context	Norm ¹	Mean for all ² Participants	Government	Industry	Difference	Reliability Coefficient
Group	15.4	12.26	12.55	11.69	.86	.8006
Meeting	16.4	12.62	12.92	12.05	.87	.8824
Dyad	14.5	12.04	12.30	11.55	.75	.8609
Public Speaking	19.3	16.20	16.31	15.99	.32	.8909
Overall Score	65.6	53.13	54.08	51.27	2.81	.9370
Negotiations	N/A	11.93	12.33	11.14	1.19	.8789

Note 1: The norm used is McCroskey's, which has been validated through his and other research. (Stanga and Ladd, 1990, p. 181)

Note 2: The method for calculating the above scores is found in the Appendix H.

McCroskey states that normally distributed CA scores have 68% of the people within one standard deviation of the mean and 16 % plus and minus one standard deviation. (McCroskey, 1984a, p. 21) This particular sample of contract negotiator's

mean scores is 53.13. One standard deviation (14.03) above and below would be 67.16 and 39.10 respectively. The scores from the sample population appear to be consistent with the criteria established by McCroskey, since 68.7% of the population are within one standard deviation. Also, 15.7% are one standard deviation above and 15.6% are one standard deviation below the mean.

The reliability coefficient for each context is shown in Table 7, with the "overall score," .937, approximately the same as that found by McCroskey in validating the PRCA-24, which was .94. (McCroskey, 1984a, p. 38) This and the normal distribution of the sample validate the results of the scores for this sample population.

Compared to other samples, the mean has been around 65, the mean for this sample is considerably lower at 53.13. When samples are not representative of the overall population, McCroskey states that it is important to be sensitive to the mean and standard deviation of the population norms rather than the particular sample studied in applying the classification-by-standard-deviation procedure. (McCroskey, 1984a, p. 22) Based on overall population average scores, over 40% of this study's sample population reflected a low CA and 3.9% reflected a high CA. Because, there are two and one-half times as many low CA individuals and one-fourth the number of high CA individuals as compared to the norm, one might infer that those in the contract negotiation field are less communication apprehensive than those in the normal population.

The majority of CA related studies conducted have primarily involved college students, whereas, this study surveyed professional contract negotiators, which may explain the lower scores. Also, research conducted by Pitt and Ramaseshan on salesmen, another occupation that is communication intensive, had scores which averaged 57.3 on the PRCA-24 that is 8.3 lower than the norm. (Pitt and

Ramaseshan, 1990, pp. 1358-1359) College students are more likely to cover a broader spectrum of the population than those conducting negotiations or sales, who are part of a more defined population, as college students aspire to various occupations (e.g., artist, scientist, engineer) which has a greater probability of resulting in a normal distribution. If the results follow the McCroskey's theory, that an individual with a high CA will tend to avoid positions requiring communication, perhaps those with a high CA would avoid positions/jobs in the contracting field. This would seem to be a plausible reason for the lower CA scores registered by the participants of this survey.

In addition to looking at the overall scores, it is important to look at the difference in the scores for both meeting and dyad as they are the communication contexts which are most representative of a contract negotiation, done either face-to-face or by telephone respectively. The scores for both meeting (12.62) and dyad (12.04) from the sample population have approximately the same ratio to the "Overall" score as the ratio for the norm, but a lower CA level in both contexts (meeting-16.4; dyad-14.5). This further substantiates that negotiators are less apprehensive than the norm in both a "meeting" and "dyadic" type scenario.

Within this study the six questions included to evaluate one's apprehension with respect to "negotiations," reflect a significant difference between Government and industry. The difference between the two indicates that industry is less communication apprehensive when participating in contract negotiations than those in Government. Further analysis of the scores reflects that industry negotiators are slightly less communication apprehensive than Government in all areas. These results support the discussion in the literature review (Chapter II) that industry personnel are more apt to be less communication apprehensive, because those with a high CA level

would avoid jobs requiring extensive communication; whereas Government personnel are more likely to be assigned duties that may not be aligned with their preferences.

E. COMMUNICATION APPREHENSION PRIOR TO NEGOTIATIONS

This section examines one's feelings and the factors that may affect one's CA level prior to the negotiation.

1. Feelings Prior to Negotiations

Feelings prior to a negotiation are important as reported by Beck, Emery and Greenberg; they cite Guidano and Liotti in stating that a rigid attitude about oneself can prevent restructuring and get in the way of dealing effectively with the situation. (Beck, Emery, and Greenberg, 1985, p. 187) Additionally, research by Sarason on the effects self-preoccupation are described by Leary as evidence that such thoughts interfere with performance by distracting the individual from the task at hand. (Leary, 1991, p. 41)

One's feelings prior to the negotiation were examined in the survey through a qualitative response to the question, "State your feelings prior to entering most negotiations." There was a wide variety of responses by the respondents in expressing their feelings prior to a negotiation. A content analysis of the responses yielded five major categories of feelings: 1) relaxed, 2) eager or excited, 3) tense or nervous, 4) combinations of 1, 2 and 3, and 5) no response. Participants' responses were coded by the Gail Fann Thomas (principal advisor) and myself. Interrater agreement was 91.65%. The interrater agreement was determined by having each rater independently code the responses based on the five major categories and then comparing the agreement between the raters. Listed below in Table 8, the responses are grouped into eight categories with the response rate received from highest to lowest.

Table 8. Feelings Prior to Negotiations

Identifier	Percentage
Relaxed/confident	29.7%
No response/valid descriptor	28.5%
Tense/concerned/nervous	17.9%
Relaxed/confident and tense/concerned/nervous	8.5%
Eager/excited	7.9%
Eager/excited and tense/concerned/nervous	3.7%
Relaxed/confident and eager/excited	3.4%
Relaxed/confident/eager/excited/tense/concerned	.4%

Note: 671 participants responded to this question.

This question drew expressions of emotion from most of the respondents. The overall response rate for this question was 71.5% as 28.5% of the population either left the question blank or provided a non-descriptive response.

The most popular response category was "relaxed/confident." Illustrations representing the responses for this category are as follows:

1. Confident

The following quotes from participants illustrate the theme of confidence.

Confident, secure in my knowledge of the requirement, but open-minded enough to hear the other side of the issue.

For the most part, I feel confident that my objectives are obtainable and that they can be mutually agreed upon. I like to ensure that the rationale for each objective is logical and defensible.

I would like a win-win situation. I make sure I am completely prepared and walk into a negotiation with confidence. I work everyday with the

contractor I negotiate with and therefore I am very relaxed at the negotiation Table.

Confident providing all my homework is done.

2. **Relaxed**

The following four quotes illustrate the theme of relaxation.

I am very relaxed and calm prior to entering negotiations; this can be attributed to being more than adequately prepared and confident that I will meet the needs of the Government at a fair and reasonable price.

As I enjoy the typical negotiation I look at the session as an opportunity. I normally feel comfortable and prepared.

I am usually calm and ready to participate. Being prepared is the key; however, as the situation is dynamic, I usually stay calm when surprised with new issues.

Knowing that I took my time and included the latest possible contractor info in establishing my objective, I am generally calm and comfortable prior to entering most negotiations.

In each of the above quotes there is the element of knowledge primarily through preparation, whether stated directly or implied. This knowledge appeared to give the negotiators the ability to be relaxed and confident knowing that they can step up to the plate and handle anything thrown at them. Accordingly, the majority of respondents (29.7%) seemed to enter a negotiation feeling self-assured and confident and had a sense that the task could be completed successfully. Most expressed a sense of calm and relaxation prior to entering a negotiation, in that they had prepared adequately and could address any issue that might arise. Those who were confident

and relaxed were more likely to have a normal or low CA level as discussed later in this section.

The next most common response was "tense/concerned/nervous" (17.9%). A few illustrations representing the responses for this category are as follows:

1. **Nervous**

The following six quotes from the participants illustrate the theme of being nervous.

Try to be as prepared as possible however nervous about what surprises the other side will put forth to upset my position.

The most overwhelming feeling is: have I prepared enough to counter any and all obstacles or arguments presented by my counterpart/opponent.

Concerned that I won't forget pertinent facts and points to make in the negotiations. Cover the company with Terms and Conditions.

Nervous, afraid I'll encounter a situation I don't know how to handle.

I am usually concerned about whether I have all the details and have concern that I may not be as prepared as I should be.

I am afraid of appearing incompetent and knowing less than the contractors about the proposal. I want the negotiations to go quickly and to come to an agreement soon. I worry about getting the best deal for the Government.

2. **Tense**

The following three quotes from the participants illustrate the theme of being tense.

I enjoy negotiations, but I am very tense and nervous.

Tense not knowing how the other side will reach or what their position will be.

If I am leading the negotiation I am tense and keep going over things (in my mind) I will talk about and how I will present it.

Contrary to the responses for confident and relaxed, those who responded to being tense or nervous were this way generally as a result of the lack of preparation or fear of the unknown. This is similar to the feelings experienced by those with "test anxiety" prior to an exam. For the student, as the date of the exam approaches, the possibility of not doing well enters into his thinking about the exam, and he or she begins to see the exam as a threat. (Beck, Emery, and Greenberg, 1985, p. 161) The perception of the test as a threat establishes a fear of failure with consequences of low self-esteem, an impediment in his plans for the future, and the opinions of others. The possibility of his or her performance being evaluated, along with the fear of failure and its consequences, affects his or her self-confidence. As the thought of the exam takes hold, there is an automatic shift in his or her cognitive organization to a "vulnerability set." As the fear of performing poorly on the exam increases, so does the anxiety leading to greater efforts to know the material. "As he studies, each difficulty, delay, or obstacle becomes a threat in itself and elicits a warning such as 'You'll never be prepared in time.'" (Beck, Emery, and Greenberg, 1985, p. 161)

Using the illustration of test anxiety by Beck, Emery, and Greenberg, with the comments made by the survey participants on their feelings prior to a negotiation, one can make the same analogy for the anxiety associated with contract negotiations. Generally, what Beck, Emery and Greenberg are trying to

convey is that one's comments (positive or negative) indicate one's level of anxiety.

Some people find themselves emotionally charged for a negotiation, eager or excited. A number of respondents used sports metaphors to relate their feelings of excitement prior to a negotiation. A few responses for both eager and excited are represented below.

1. **Excited**

The following six quotes from the participants illustrate the theme of being excited.

I get myself psyched up by listening to music. I get a little excited, like a boxer before a match.

Focused on task. Poised for 'the dance.' Excited to get started. Energized.

Show time - anticipation and excitement.

Keyed up, much like entering an athletic competition.

Excited, adrenaline-like feeling. Very determined and confident.

Pumped up for major negotiations.

2. **Eager**

The following five quotes from the participants are related to the theme of being eager.

Eager to get started and finished.

Eager to resolve differences, gain insight, express thoughts and opinions, reach agreement.

Eager, ready to go, ready to get it over with, prepared.

Energetic, looking forward to a resolution. Generally mentally reviewing a list of potential concerns about our cost proposals.

Anxious to get started, exchange positions/ thoughts and learn the viewpoint of the buyers.

While not all of those who were excited about entering a negotiation used sports metaphors to represent their feelings, they like those who were eager all made positive statements and expressed feelings of confidence about the upcoming contract negotiation. This is indicative of someone who has a low CA level. This is supported in the literature review, Chapter II, as being opposite of those with a high CA level (communication avoidance, communication withdrawal), in both eager and excited. The examples illustrate the individuals' attitude as being excited and looking forward to the event.

Several participants indicated their response was dependent upon the circumstances surrounding the negotiation with respect to level of preparation, amount of time to prepare, who they were negotiating with, who their team members were and whether or not they were prepared or qualified, if they believed in the position they were representing, management's level of support, and quality of supporting data (e.g., technical, auditing, cost and price analysis), to name a few. A few examples of the responses from those individuals are listed below.

Depends on the customer. With some customers the relationship is such that negotiations are uncomfortable. Negotiations with new customers are filled with anticipation. International is different from U.S.

When prepared with an objective that I feel is strong, I am relaxed and confident. If unprepared, I may be a bit nervous but not to the point that I forget the facts or become confused.

I am confident if I have time to adequately prepare. I am tense and nervous if I have not had time to adequately prepare.

Communication apprehension is situational as described by McCroskey, and as shown above there are situations or conditions that influence one's feelings. Notice the difference in the feelings here compared to those who are tense and nervous. There is no self doubt about their position, they are normally confident, and there is a justifiable reason for feeling uncomfortable.

2. Relationship between Communication Apprehension and One's Feelings Prior to a Negotiation

The relationship of one's feelings prior to a negotiation with his or her CA level was examined. The objective was to determine if the two are related. Combined, Tables 9, 9A, and 9B provides a synopsis of how one's feelings prior to the negotiation related to their CA level from the PRCA-24 by looking at the responses as a whole, as a category by CA level.

Table 9. Relationship Between Communication Apprehension and Feelings Prior to Negotiation

CA Level	Confident Relaxed	Excited/ Eager	Tense/ Nervous	No Response/ Indicator	Confident/ Relaxed and Excited/ Eager	Confident/ Relaxed and Tense/ Nervous	Excited/ Eager and Tense/ Nervous	Confident/ Relaxed Excited/ Eager Tense/ Nervous
Low CA	16.67%	4.25%	3.79%	10.91%	2.42%	2.88%	1.21%	0.30%
Normal CA	13.03%	3.48%	12.12%	16.52%	1.06%	5.76%	2.12%	0.15%
High CA	0.45%	0.00%	1.97%	0.61%	0.00%	0.00%	0.30%	0.00%
Total	30.15%	7.73%	17.88%	28.04%	3.48%	8.64%	3.63%	0.45%

Note: The percentages for the above were calculated by dividing the number of responses for a given CA level and category (e.g., Low CA for Confident/Relaxed) is divided by the total number of respondents to the survey. Where the total number of respondents was 671. Low CA (50.3) and High CA (80.9) are defined by taking the quantity of respondents with scores lower or greater than one standard deviation (15.3) from the norm (65.6) established by McCroskey.

Table 9 provides a breakdown of the responses to the survey. As we might expect, Table 9 supports the theory that high apprehensive people will avoid positions with high communication requirements as only 3.33 % of the sample population registered a high CA score on the PRCA-24. (McCroskey, 1984a, pp. 34-36) Additionally, the high percentage of low CA scores, 42.4 %, along with the lower mean (53.13), which was 12 points below the norm presented in Table 7, all support the theory that individuals with a high CA will tend to avoid positions requiring intensive communication.

Table 9A. Relationship Between Communication Apprehension And Feelings Prior to a Negotiation Based on Category

CA Level	Confident/Relaxed	Excited/Eager	Tense/Nervous	No Response/Indicator	Confident/Relaxed and Excited/Eager	Confident/Relaxed and Tense/Nervous	Excited/Eager and Tense/Nervous	Confident/Relaxed Excited/Eager Tense/Nervous
Low CA	55.28%	54.90%	21.19%	38.92%	69.57%	33.33%	33.33%	66.67%
Normal CA	43.21%	45.10%	67.80%	58.92%	30.43%	66.67%	58.33%	33.33%
High CA	1.51%	0.00%	11.01%	2.16%	0.00%	0.00%	8.34%	0.00%
Total	100%	100%	100%	100%	100%	100%	100%	100%
n =	199	53	120	191	23	57	25	3

Note: The percentages for the above were calculated by dividing the number of responses for a given CA level and category (e.g., Low CA for Confident/Relaxed) is divided by the total number of respondents to the survey for the category (e.g., Confident/Relaxed, Excited/Eager). Where the total number of respondents was 671. Low CA (50.3) and High CA (80.9) are defined by taking the quantity of respondents with scores lower or greater than one standard deviation (15.3) from the norm (65.6) established by McCroskey.

Other than the first category, Table 9 can be somewhat misleading. The category of Confident or Relaxed reflected that over 98 % of the sample population were confident or relaxed and that 55 plus percent were low CA. Beyond that, this table may distort/misrepresent the true picture. This is seen as high CA personnel are

few in number and the low percentages may distort their actual relationship to the category. This is resolved in Table 9B through a breakdown by type CA level.

Table 9B shows how the respondents for each CA type registered their feelings prior to entering a contract negotiation. As expected, the largest percentage of the low CA respondents were confident and relaxed and the high CA respondents were tense or nervous.

Individually, the Tables 9, 9A, and 9B do not provide much information, however combined they reveal that the relationship between the PRCA-24 and one's feelings are generally parallel to McCroskey's theory presented in Chapter II. This

Table 9B. Relationship Between Communication Apprehension and Feelings Prior to Negotiation by Communication Apprehension Level

CA Level	Confident Relaxed	Excited/ Eager	Tense/ Nervous	No Response/ Indicator	Confident/ Relaxed and Excited/ Eager	Confident/ Relaxed and Tense/ Nervous	Excited/ Eager and Tense/ Nervous	Confident/ Relaxed Excited/ Eager Tense/ Nervous
Low CA	39.29%	10.00%	8.93%	25.71%	5.71%	6.79%	2.86%	0.71%
Normal CA	24.02%	6.42%	22.35%	30.45%	1.96%	10.61%	3.91%	0.28%
High CA	13.64%	0.00%	59.09%	18.18%	0.00%	0.00%	9.09%	0.00%

Note: The percentages for the above were calculated by dividing the number of responses for a given CA level (e.g., Low CA and Confident Relaxed) by the total number of respondents to that CA level. Where the total number of respondents was 671. Low CA (50.3) and High CA (80.9) are defined by taking the quantity of respondents with scores lower or greater than one standard deviation (15.3) from the norm (65.6) established by McCroskey. The value of n for each CA level is: low CA (n = 280), normal CA (n = 358) and high CA (n = 22).

theory suggests those with a low to normal CA level will tend to be relaxed and have the confidence to interact with the outside negotiator. Although there were some respondents with low and normal CA levels reporting they were tense or nervous we must consider the fact highlighted in Chapter II, that being tense and nervous is not

necessarily bad and as McCroskey states that "there are a variety of elements that can cause our CA to increase - whether we are high, moderate, or low in traitlike CA and that there is no universal pattern that prescribes how one will behave when they encounter a stimulus that affects their CA level." (McCroskey, 1984a, pp. 26-36)

3. Factors That Affect One's Communication Apprehension Level Prior to the Negotiation

Chapter II stated that CA was situational, that certain factors/events may trigger one's anxiety to higher levels. To examine the factors affecting one's CA level, the questionnaire asked the respondents to list their top five factors from highest to lowest. The responses were weighted to achieve more accurate results. Table 10 presents a synopsis of the responses from the highest ranked factor to the lowest along with the score to show its relative value to the others.

Table 10. Factors Affecting One's Anxiety Prior to a Negotiation

Ranking	Factor	Score
1	Inadequate information (lack of details)	1151
2	Reasonableness of negotiation position	1013
3	Unprepared team members	924
4	Opponent's attitude	907
5	Preparation	858
6	Pressure to settle	840
7	Knowledge/Experience of item being negotiated	756
8	Thoroughness of price analysis	720
9	Caliber of team members	703
10	Vague issues	613

Table 10 (Continued)

Ranking	Factor	Score
11	Aggressive management goals	438
12	Dollar value	258
13	Unknown negotiator	236
14	Starting on time	94
15	Time of day	43

Note: Responses were weighted by their ranking (5 points for being ranked number 1, 4 points for being ranked number 2, 3 points for being ranked number 3, 2 points for being ranked number 4 and 1 point for being ranked number 5) and response categories totaled.

Inadequate information and preparation were among the top responses of factors affecting one's anxiety prior to a negotiation. These two factors and their ranking support the answers provided in the first part of this section as causes of increased anxiety. Further, it is supported by the test anxiety theory addressed above, as the negotiator gets closer to a negotiation the possibility of not performing well enters into his or her thinking about the contract negotiation. Accordingly, we can see the importance of preparation, preparation time, and the need for quality information as factors in lowering the CA level and in avoiding a situation likely to enhance one's apprehension level. Reasonableness of one's negotiation position was ranked number two, indicating that if their or their opponent's position was unreasonable it would affect their CA level. As shown in Tables 9, 9A, and 9B, even low and normal CA people can have their CA levels affected by various stimuli/situations.

F. PREPARATION

Preparation has been identified as a key factor in affecting one's apprehension since the inception of this study and its impact on CA level in contract negotiations

was incorporated into the survey. Additionally, the survey results identified preparation as one of the top five factors that affect one's CA level. In examining the effects of preparation on one's CA level, the survey considered several angles to get a better perspective. The survey looked at four areas: 1) number of hours normally spent preparing for a contract negotiation, 2) reasons one felt he or she was or was not adequately prepared for most negotiations, 3) key factors that affect one's preparation time, and 4) the relationship between complex negotiations and anxiety.

1. Hours Spent in Preparation

The number of hours spent in preparation for a negotiation was found to vary and had a wide range from 1 to 480 hours. The mean for the sample population that responded to this question was 30.47 hours of preparation for a contract negotiation, with a median of 25 hours. There were 139 participants who did not respond. Comments made by those who provided an estimate and those who elected not to were consistent in that they believed the hours of preparation were dependent on the size and complexity of the contract.

Because there are so many variables (e.g., size, complexity, value, size of team, quality of team), it is difficult to ascertain the value of the results for this question. Additionally, it is not clear what activities were included in "preparation."

2. Causes Affecting Adequate Preparation

The intent of the survey question, "Please explain why you feel you were or were not adequately prepared for most negotiations," was for each participant to provide feedback for both cases (why they were or were not prepared). Out of 672 respondents 348 (51.7%) explained why they were adequately prepared, 293 (43.6%) explained why they were not, and 31 (4.6%) did not respond at all to this question. The percentages reported for the responses are summarized in Tables 11 and 12 below.

Table 11. Why One Was Adequately Prepared for a Negotiation

Response	Percent
1. Knowledge of proposal/issues	35.1%
2. Thorough fact finding/research	20.4%
3. Technical support/qualified team	12.9%
4. Adequate preparation time	10.6%
5. Proper planning	9.5%
6. Would postpone negotiation until prepared	5.7%
7. Experience/knowledge of the market	5.7%

Table 12. Why One Was Not Adequately Prepared

Reason	Percent
1. Insufficient time to prepare	35.8%
2. Lack of technical knowledge/data/support	28.7%
3. Individual failure to adequately prepare	13.7%
4. Changes/caught off guard/surprises	10.6%
5. Inexperience/lack of training	6.8%
6. Lack of confidence in data	4.4%

The results of both parts of this question substantiate the notion that knowledge/information is important and that preparation is a key element in acquiring that knowledge/information.

3. Top Factors Affecting Preparation Time

In addition to the qualitative response identifying why one was or was not prepared, the survey also asked the participants to list the top three factors that affect one's preparation time. Table 13 provides a synopsis of the top three factors cited by the respondents from highest to lowest using a percentage of the number of times cited.

Table 13. Top Ten Factors Affecting Prep Time

Rank	Percent	Factor
1	13%	Complexity of the requirement
2	13%	Variety and number of cost elements
3	9%	Other work/current workload
4	9%	Research/fact finding
5	8%	Time constraints
6	7%	Quality of the pricing/cost analysis/audit reports
7	7%	Quality and availability of technical evaluation/support
8	6%	Dollar amount
9	5%	Availability of data/inability to get information
10	5%	Knowledge of or prior experience with or nature of the contractor

The top ten factors accounted for 82 % of the responses and supports the above theme with respect to information, time, and complexity. They support why preparation time could be high, and why one may or may not be adequately prepared.

4. Relationship Between Complexity of the Contract With Anxiety and Preparation

Building on the premise that preparation is one of the key factors that affects one's anxiety level, the survey asked the participants to explain how complexity of the contract affected one's anxiety and preparation. The question was qualitative and the responses were narrowed down to three categories: 1) more complex equals more preparation, but does not result in an increase in anxiety, 2) more complex equals more preparation and anxiety, and 3) anxiety is only affected when there is inadequate preparation (not enough preparation time) or lack of confidence in information available. Table 14 provides a synopsis based on the percentage of respondents completing the question (12 % of the respondents left the question blank).

Table 14. How Complexity of the Contract Affects One's Anxiety and Preparation

Factor	Percent
1. More complex, more preparation, anxiety remains the same	68.1%
2. More complex, more preparation, anxiety increases	24.1%
3. Anxiety affected by lack of preparation, or inadequate prep time	7.8%

This indicates that for a high percentage of personnel, the complexity of the contract does not affect anxiety.

G. COMMUNICATION APPREHENSION (STATE) DURING NEGOTIATIONS

The survey looked at factors that affect one's CA level prior to and during a negotiation. As mentioned in Chapter II, actual face-to-face negotiation represents state CA or the response to situational factors in a particular communication context.

Factors affecting one prior to a negotiation may be totally different from those that affect one's CA level during a negotiation. In attempting to identify what affects one during a negotiation, the survey looked at the relationship with other negotiators and asked the respondents to rank factors that affect their anxiety during a negotiation.

1. Factors That Affect One's Anxiety During a Negotiation

As stated earlier, CA is situational and certain factors/events may trigger one's anxiety to higher levels. To examine the factors affecting one's CA level during a negotiation, the questionnaire asked the respondents to rank their top five factors from highest to lowest using the list provided which was developed based on the results of the pilot study. Table 15 presents a synopsis of the top fifteen responses. The responses were weighted to achieve more accurate results. The results are listed in Table 15 from the highest ranked factor to the lowest along with the score to show its relative value to the others.

Table 15. Factors Affecting One's Anxiety During a Negotiation

Ranking	Factor	Score
1	Opponents unwillingness to cooperate	1217
2	Irrational positions of opponent	1213
3	Opponent's attitude	1010
4	Aggressive behavior of opponent	703
5	Ultimatums by opponent	619
6	Talking around the issue	614
7	Time constraints	577
8	Changes in the opponents position/proposal	550
9	Availability of outside experts	481
10	Unexpected issue(s)/emergency	466

Table 15 (Continued)

Ranking	Factor	Score
11	Use of abusive or inappropriate language by the opponent	400
12	Knowledge of opponent	398
13	Authority levels	354
14	Caliber of opponent	181
15	Audience (either opponents or one's own superior(s))	87

Note: Responses were weighted by their ranking (5 points for being ranked number 1, 4 points for being ranked number 2, 3 points for being ranked number 3, 2 points for being ranked number 4 and 1 point for being ranked number 5) and response categories totaled.

The factors affecting one's anxiety during a negotiation are different from those factors prior to a negotiation as they are more closely related to the individual behaviors/personalities of both parties than to external factors such as preparation and time to prepare. Prior to a negotiation, one is focusing on preparation, similar to the discussion earlier using Beck, Emery and Greenberg's analysis of test anxiety. Whereas during the negotiation, one is face-to-face with the opponent and he or she reacts to the situations presented by the other.

2. Relationship With Other Negotiator(s)

The relationship between negotiators can develop prior to or during the negotiation. In looking at factors that may affect how one's CA level may change during a negotiation, the survey asked the participants to rate how the other negotiator's age and sex would affect them.

a. Sex

The participants were asked to rate how comfortable they were when negotiating with the opposite sex. Over 88% of the sample population were neutral

to very comfortable dealing with the opposite sex, while 12% were slightly to very uncomfortable negotiating with the opposite sex. Of the 12%, 7.6% were men.

b. Age

Similar to factor of sex, the participants were asked to rate how comfortable they were when negotiating with someone older and then with someone younger than themselves. The responses showed more discomfort in dealing with someone older (15.8%) than with someone younger (12.7%). However, in both cases the majority of the respondents were between neutral and very comfortable dealing with someone either older or younger.

H. COPING MECHANISMS

Everyone handles a given situation differently. To determine what methods are used for coping with anxiety prior to and during a negotiation, the participants were asked to identify the actions they normally take to cope with the situation. Tables 16 and 17 provide a synopsis of how the respondents answered this question. Not everyone answered this question; some claimed never to have experienced anxiety. The tables provide percentages based on those who responded regarding prior to negotiations [276 (41%)] and during negotiations [343 (51%)].

Table 16. Actions Taken to Cope With Anxiety Prior to a Negotiation

Ranking	Factor	Percent
1	Review material, reread, preparation	62.8%
2	Relaxation techniques (e.g., breathing exercises, go for a walk, exercise)	18.6%
3	Discussion with team members/management	15.3%
4	Positive self talk	3.3%

Table 17. Actions Taken to Cope With Anxiety During a Negotiation

Ranking	Factor	Percent
1	Caucus, take a break to slow down the process	57.1%
2	Take a deep breath, relax	14.6%
3	Refocus negotiation in different direction of confidence	8.5%
4	Attack problem head on, recognize and take control	7.6%
5	Mentally review the big picture; collect thoughts	4.4%
6	Have technical experts available on team	3.9%
7	Make jokes; keep things light	3.9%

There is a big distinction between actions taken prior to and during a negotiation except for one, relaxation techniques. Relaxation techniques (e.g., breathing exercises/techniques) is the number two action both prior to and during a negotiation. Relaxation being the exception, coping mechanisms used prior to a negotiation are more preparation oriented whereas those used during the negotiation are more reactionary (to get the negotiation back on track).

Based on the literature and the results above, no two coping plans are the same. There may be some similarities in coping plans depending on the individual's fears. Beck, Emery, and Greenberg state that there are a number of different strategies a person might use to manage their anxiety. They point out the importance of coping with the situation and not on mastering it. (Beck, Emery, and Greenberg, 1985, p. 208) Similar to the results of the survey, there are different techniques to assist one prior to and during a situation/event. Examples of some of the common coping mechanisms reported include: self-distraction (focusing on something else), focusing on the task at hand, turning negative images into positive ones, relaxation or deep

breathing techniques, and self instruction. (Beck, Emery, and Greenberg, 1985, pp. 208-269) Accordingly, the coping methods addressed in Tables 16 and 17 above are representative of those used in the contract negotiation field.

I. TRAINING

Communication and negotiation skills are two factors that affect how we prepare and ultimately how well we prepare for a negotiation. The survey examined both of these areas to see what level of training had been received and how the participants felt about their training (e.g., did they feel they had enough).

1. Negotiation

Over 63% of the sample population had more than 41 hours of negotiation training with over 41 having 81 or more hours of training and less than 8% having under nine hours. Interestingly, however, 46.8% of the sample population believed they did not have enough training and only 10.2% felt they had more than enough negotiation training.

In comparing Government to industry, both track reasonably close except that industry receives slightly less training than Government. This is contrary to what one would expect when considering the years of experience. One would expect that industry would have more hours of training as their workforce is more mature and more evenly spread, whereas the Government is a younger workforce that would not have acquired as much training. However, based on this study, the Government negotiator is likely to have received more training in contract negotiations than an industry negotiator.

In studying those that felt they need more training, it was found that Government and industry were both in the forty plus range (Government 48%, industry 42%). Although industry receives less training than those in the Government the responses indicate those in industry feel more adequately trained than do the

Government negotiators. The reason industry believes they have sufficient training is unknown, but could be a result of their background (e.g., more educated, more mature workforce, on the job training).

2. Communication

Approximately 72.6% of the sample population had over 41 hours of communication training, with 45% having 81 or more hours of training, whereas only 12.5% had less than nine hours. Similar to negotiation training, 47.2% of the sample population believed they did not have enough communication training, with less than 10% reporting they had more than enough communication training.

In comparing Government and industry with respect to training in communication, there is a gap as industry negotiators have much more communication training than their Government counterparts. When comparing industry's higher education level with that of the Government, one might expect to see a greater percentage of industry negotiators with more communication training since communication training is usually a part of higher education.

J. RESOURCES

Several resources exist that one can use to minimize his or her anxiety prior to or during a negotiation. Table 18 lists the top five resources identified by the respondents. The resources are ranked in order of frequency cited.

Preparation time was the resource selected most by respondents. This correlates with the responses in Table 11, "Why one was not adequately prepared" and indicates that preparation time is a premium. Another correlation with Table 11 is the number two reason for not being adequately prepared: "lack of technical knowledge/data/support." This correlates with the next three categories above (price/cost analysis support, audit information, and technical information/technical representative support). While the percentages are not the same for either preparation or lack

Table 18. Resources Identified as Most Beneficial

Rank	Percent	Factor
1	18%	Preparation time
2	16%	Price/Cost analysis support
3	12%	Audit information
4	11%	Technical information/technical representative support
5	11%	Specific negotiation skills/training (i.e., Alternate Dispute Resolution, listening skills, communication training, Alpha contracting, etc.)
6	9%	Mock negotiations
7	8%	Legal counsel
8	2%	Management support/advise
9	1%	Information about the company/site visits/fact finding
10	1%	Experience
11	1%	More authority

of technical knowledge/data/support, the priorities mirror each other. Last, both tables list training fairly high on their lists of why they were not prepared and the resources they would like to have.

K. OUTCOMES

The outcome provides the feedback that reinforces various types of behavior. The survey looked into why one was or was not normally confident in reaching an agreement within the ranges established. Tables 19 and 20 provide a synopsis of the "confident" and "not confident" responses respectively. The responses are listed below as a percentage based on the most to the least often identified.

Table 19. Confident Outcomes

Ranking	Factor	Percent
1	Set realistic and attainable goals	36.3%
2	Substantial research/preparation	21.0%
3	Technically supported position (i.e., audit and pricing data)	14.8%
4	Adaptability, a wide range to negotiate within	10.0%
5	Knowledge of what the goals consist of	9.8%
6	Prior experience with the same negotiator	5.7%
7	Sufficient time for analysis	2.4%

Table 20. Not-Confident Outcomes

Ranking	Factor	Percent
1	Unrealistic ranges/ranges set by management	31.3%
2	Unknowns/changes/surprises	22.7%
3	Lack of confidence in sources of information	17.2%
4	Customer's budget vs expectations	10.2%
5	Sole source solicitations	7.8%
6	Deadline approaching and opposition knows	7.0%
7	Program manager has pre-negotiated	2.2%
8	Competitor's practices	1.6%

The two tables correlate fairly well. First, both tables show that setting realistic and attainable goals are essential to instilling confidence. Second, confidence in sources of information is important as shown in both tables as the number three

choice as to why one was or was not confident. Last, the relationship between deadlines and sufficient time for analysis is another reason why one is unable to gain confidence in their work.

Based on the learned helplessness theory, one would expect that a negotiator who fails once, is likely to fail again, as his/her failure will adversely affect his confidence and/or increase his or her apprehension going into the next negotiation. Failure to address the factors/issues that affect one's confidence in their outcomes only leads to negative reinforcement which builds on itself and makes the ability to overcome the issues much more difficult in the future. (McCroskey, 1984a, p. 36)

A key issue following each negotiation is to review and analyze the reasons for success or failure (ability to reach an agreement within the ranges established), thus providing feedback. Doing so, will serve to positively reinforce the actions required to instill confidence in reaching an agreement, whereas failure to do so will serve as negative reinforcement. (McCroskey, 1984a, p. 36) Two other theories described in Chapter II, reinforcement and modeling can also be applied.

L. REVISED CONCEPTUAL MODEL FOR COMMUNICATION APPREHENSION AS IT RELATES TO CONTRACT NEGOTIATIONS

The results and analysis from this chapter provide a more detailed model for communication apprehension as it relates to contract negotiations (see Figure 4.1). The revised model shows the individual factors and where the communication apprehension contexts are involved leading into the factors affecting the individual both prior to and during the negotiation process. The factors affecting the negotiation process prior to related to preparation for the negotiation and those during the negotiation affect one's anxiety and how they cope with the situations. The outcome in turn provides feedback to the individual on their actions which reinforces one positively or negatively.

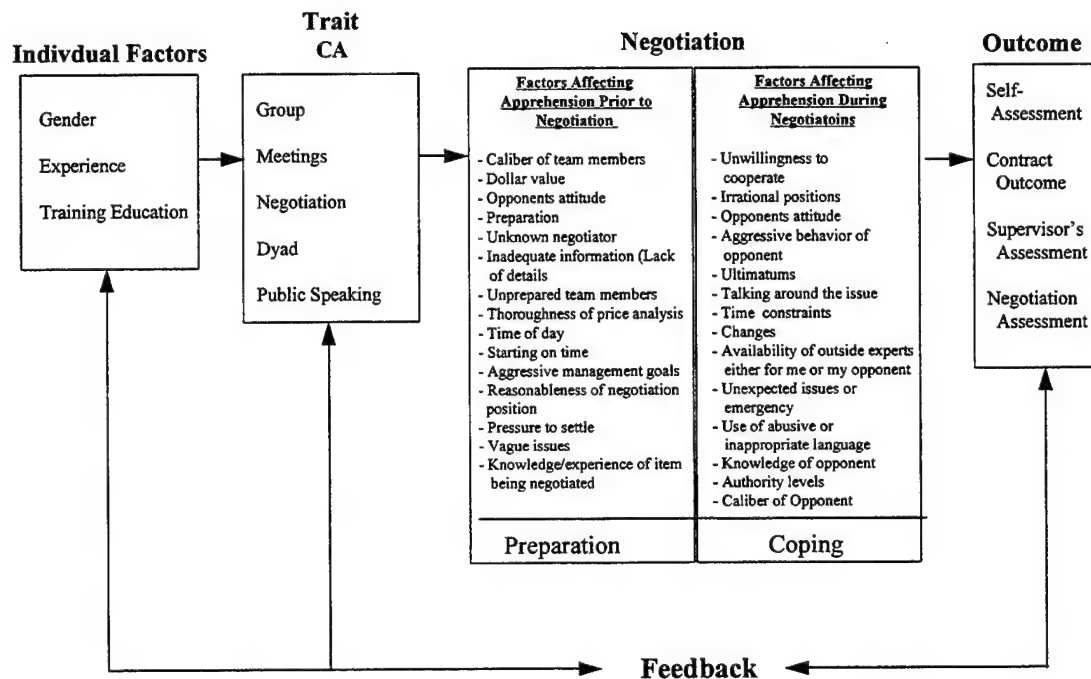


Figure 4.1. Model of Communication Apprehension for Contract Negotiations

M. SUMMARY

Comparisons were drawn from the data to determine the relationship between CA and the contract negotiation process. In making the comparisons, we examined the extent of high CA type individuals in both Government and industry and looked at what variables might affect one's CA level both prior to and during the negotiation process. Based on initial data collection, preparation was examined to determine its effect on one's apprehension and found to be a key factor. Responses from the participants were used to determine the most popular coping mechanisms employed to reduce CA. Training in both negotiations and communications was examined to understand for the participants' background and feelings about their confidence in their training. The results of the resources identified as most beneficial prior to and during a negotiation provide managers with the insight into what can best assist their employees in accomplishing the negotiation. Coming full circle, the outcome sets the tone for future success through the feedback process. The importance of the model in this process is seen in the various correlations between steps throughout the process. Taken together the results and analysis of the study establish the basis for the conclusions and recommendations that follow.

V. CONCLUSIONS AND RECOMMENDATIONS

A. OVERVIEW

The purpose of this chapter is to present the conclusions and recommendations derived from the research, identify how to assist those with a high communication apprehension (CA) level, and suggest areas of further research.

B. CONCLUSIONS

The conclusions are a sequence of analytically drawn opinions based on the research conducted into the effects of communication apprehension on contract negotiations with respect to the primary and subsidiary research questions. The conclusion will be cited first followed by an explanation of the conclusion.

1. The levels of communication apprehension of individuals in the contract negotiation field for both industry and Government are lower than those of the general population.

The three levels of CA, based on one's score on the PRCA-24, are defined as: "low CA," an individual with a score more than one standard deviation below the mean; "normal CA," an individual within one standard deviation plus or minus the mean; and "high CA," more than one standard deviation above the mean. All three levels exist within the contract negotiation field at varying degrees. The overall average score for contract negotiators was 12 points lower than the mean established through McCroskey's research, indicating that as a whole, the contract negotiation population is less communication apprehensive than the general population. According to McCroskey, not all sample populations will have the same mean score and should consider using the population mean established by McCroskey to determine and compare CA levels. In using McCroskey's established mean of 65.6 and standard deviation of 15.3, the survey found that 40% of the sample population

had a low CA level and 3.3% had a high CA level. Industry has a mean overall score of 51.27 which is 2.81 (3.5%) points lower than Government. Both are considered normal and well below the standard. Thus, while industry negotiators are less apprehensive than Government both have a lower apprehension than the general population.

2. The extent of high CA individuals in both the industry and Government contract fields is negligible.

As discussed above, only 3.3% of the industry and Government negotiators had a high CA level. In comparison to that of a population with a normal distribution where 16% would have a high CA level, the 3.3% representative in the contract negotiation field is minor.

3. The relationship between CA and the contract negotiation process is based on communication.

Recalling the definitions of both CA and contract negotiations provided in Chapter II, the relationship/common denominator is the act of communication. Contract negotiations is a "communications process" whereby two or more parties with different or opposing positions resolve a problem of mutual concern, and CA is an "individual's fear or anxiety associated with either real or anticipated communication with another person." The relationship between them allows us to explore the field of contract negotiations and examine the fears or anxiety of a negotiator in the contract negotiation process. In short, the goal of a negotiation is to communicate successfully; however, an individual's level of CA may positively or negatively impact his or her ability to do so.

4. There are several variables that may affect a negotiator's CA; however, the variables most likely to cause a change "prior to" and "during" the negotiation process are not the same.

The model in Figure 2-2 identified several factors that affect one's apprehension both prior to and during the negotiation process. These variables are listed in Table 10 (Factors affecting one's anxiety prior to a negotiation), and Table 15 (Factors affecting one's anxiety during a negotiation). Seven of the top ten factors that affected one's CA level prior to the negotiation focused on the lack of adequate information and the level of preparation involved. Whereas the factors that affect one's CA level during a negotiation centered around the individual behaviors/personalities of the members of the negotiating party, both may create a situation that causes one's CA level to increase and potentially affect the outcome of the negotiation.

5. There are several coping mechanisms employed by negotiators to reduce CA/anxiety; however, those used "prior to" and "during" a negotiation are not the same.

The actions taken by negotiators to cope with anxiety prior to and during a negotiation are listed in Tables 16 and 17 respectively. The actions used prior to a negotiation centered around preparation, relaxation techniques, communication (with team members and management), and self motivation. Preparation was the dominant coping mechanism prior to a negotiation, as 62.8% cited it as their preferred method for reducing anxiety. Relaxation was considered the second most important method of coping and was used to reduce stress through breathing techniques and exercise. Discussion with team members and management was also identified as a major way of coping with anxiety prior to a negotiation.

Four major techniques used by negotiators during a negotiation are caucus (taking a break), relaxation, diversion, and control. Caucus was by far the most dominant method of coping with anxiety during a negotiation, as 57.1% identified it as the primary means of reducing anxiety. Taking a deep breath to relax was

the second most popular method, as 14.6% listed it as a means to cope during a negotiation. Other means listed by respondents as coping techniques to reduce anxiety were diversion (refocusing negotiation in a different direction of confidence), and control (attacking the problem head on and taking control of the discussion).

The situations that arise prior to and during a negotiation are different, which is why the coping mechanisms used by negotiators are different.

6. There is a need for education/training in both price and cost analysis.

It was evident that most responses throughout the study focused on the need for price and cost analysis. In some organizations, an analyst may be available to provide these type of data; however, in other cases, the negotiator may have to perform the analysis himself/herself. Respondents identified a price and cost analyst as a resource they would like to have available, but a cause for anxiety when the analyst is not prepared or is incompetent. It is essential not only that the cost/price analyst be provided adequate training and time to be of assistance to the negotiator, but also that the negotiator be trained to use the information and/or to generate the analysis himself/herself if needed.

7. The availability of adequate preparation time is a key factor affecting anxiety.

Several negotiators attributed inadequate preparation time as a problem causing anxiety. In negotiations, knowledge is power. Adequate preparation is one of the most important, if not the most important, aspects of the negotiation process. Being unprepared is one of the top five factors causing anxiety prior to a negotiation. The number one reason for being unprepared was insufficient time to prepare (cited by 35.8% of the respondents). This correlated with the response to what factors affect preparation time as "other work/current workload" and "time constraints," which were

in the top five responses. Additionally, preparation time was the top choice of resources identified as most beneficial to minimize anxiety prior to a negotiation.

8. Contract negotiators need to ensure they develop a strong background in both financial (e.g., price and cost analysis) and technical knowledge.

Many contract negotiators indicated that the lack of technical knowledge/data/support was a reason for increased anxiety and for not being adequately prepared. Lack of technical knowledge/data/support was the number one factor affecting one's anxiety prior to negotiation as well as the number two reason for not being adequately prepared. Three of the top four resources identified as most beneficial to contract negotiators were price/cost analysis support, audit information, and technical information/technical representative support. The above highlights the weaknesses in both financial and technical knowledge and the need for contract negotiators to acquire the training required to strengthen their weak areas.

C. RECOMMENDATIONS

The following recommendations are pertinent not only to this study, but to the negotiation process as a whole.

1. Individuals should be aware of the factors affecting their anxiety both "prior to" and "during" a negotiation.

a. Factors affecting one's anxiety *prior to* a negotiation.

(1) Contract negotiators should take the appropriate steps to ensure they have all the information/details that are available for the requirement prior to entering the negotiation.

Knowledge is power; it gives one confidence and strength in his or her position. Lacking information/details prior to entering a negotiation was the number one cause for one's anxiety to rise, (Table 10, Chapter IV). Two options available to the negotiator to reduce his or her anxiety are as follows. First, do not

enter the negotiation until all the information or details that are causing anxiety have been provided. Second, avoid this situation by obtaining information through bidders conferences, plant/site visits and other similar actions.

(2) Contract negotiators should enter a negotiation with a reasonable negotiation position.

The number two reason for increased anxiety prior to a negotiation dealt with the reasonableness of the negotiation position. This affected both buyers and sellers. A buyer's anxiety could be increased by how much the user has available to spend or the seller's position. The seller's anxiety, on the other hand, could be affected by the buyer's low offer or a high sell price established by management. In either case, the negotiator needs to gather his or her facts and identify alternatives (e.g., delivery schedule, improved quality, better mean time between failure) which can be used to offset the unreasonable cost or price in order to lower his or her anxiety.

(3) Contract negotiators should ensure adequate preparation time is available.

Preparation has been identified as a key factor in affecting one's apprehension since the inception of this study and was one of the top factors that affected one's CA level prior to a negotiation based on the level of preparation involved. While it would be naive to believe that there will never be time constraints, one should avoid entering a negotiation until he or she is adequately prepared. Also, when time permits, individuals should try to allocate or delegate their work effectively so that they may be adequately prepared to minimize the influence on their anxiety.

(4) Individuals should be aware of how anxiety impacts their preparation and their perception of how adequately they have prepared.

Beck, Emery and Greenberg illustrate this best in their explanation of test anxiety. They explain that the closer one gets to the event, the more the event, in this case the negotiation, assumes the character of a serious threat. The individual's orientation then begins to point towards failure which shifts his or her cognitive organization to a "vulnerability set." As this happens, he or she begins to have omissions in his or her coverage of the material, in comprehension and collating and expressing what they know. This may cause the individual to question what he or she has learned and his or her ability to cover the additional material required for the negotiation, which then raises questions of how successfully he or she will perform.

The threat of doing poorly increases, thus increasing anxiety and propelling the individual to greater efforts to cover the material. Each difficulty, delay or obstacle becomes a threat and elicits a warning such as "You'll never be prepared in time." Ultimately, anxiety affects preparation time, as it leads the individual to believe he or she has not prepared sufficiently pushing him or her to unnecessarily spend excess time preparing. Thus, if one understands the effects of anxiety and its affect on behavior, he or she may be able to counteract its effects.

b. Individuals should be aware of the factors affecting anxiety *during* a negotiation and how to limit their impact on anxiety.

Table 15, Chapter IV, identifies the factors reported by the survey participants that affected one's anxiety during a negotiation. The factors affecting one's anxiety during a negotiation are different from those factors prior to a negotiation as they are more closely related to the individual behaviors/personalities of both parties than to external factors such as preparation of information and adequate time to prepare. Just being aware of the factors that affect one during a negotiation can aid in reducing anxiety. Beck, Emery and Greenberg proposed three

basic approaches (i.e., What's the evidence? What's another way of looking at the situation? and So, what if it happens?) for dealing with anxiety that helped anxious patients to restructure their thinking. (Beck, Emery and Greenberg, 1985, pp. 201-202) However, these same approaches could also assist a negotiator in an anxiety producing situation if the individual is aware of the factors causing his or her anxiety. Another method that falls within the above three approaches is the use of mock negotiations, as exposure/experience to the various approaches will reduce one's fear and anxiety when faced with a real situation. Therefore, to reduce one's anxiety, they should review the factors causing anxiety and apply the above approaches.

2. Individuals should identify their strengths and weaknesses and acquire the education/training in those areas where they are weak.

The study identified several areas where negotiators typically experienced anxiety prior to and during a negotiation and what resources they felt would be most beneficial in reducing their anxiety. Table 18, Chapter IV lists the factors and the special negotiation skills thought to be most beneficial in reducing one's anxiety. Accordingly, individuals should conduct a self-audit and ensure they receive the appropriate training to avoid or reduce stress/anxiety causing situations in the future.

3. Individuals should know what methods are available for coping with anxiety prior to and during a negotiation and get training (when applicable) in these methods or use the various coping mechanisms, as required.

Tables 16 and 17, Chapter IV list the various actions taken to cope with anxiety prior to and during a negotiation respectively. One should examine these and get training in when and how to use these coping mechanisms for use in reducing anxiety during a negotiation.

4. Management.

a. Management should be aware of communication apprehension and the methods available to identify and assess high CA individuals.

The study shows that there are individuals within the contract negotiation field that have a high CA level and that those with a high CA level may have a higher potential for problems prior to and during the negotiation than those with a low CA level. Additionally, Chapter II identifies ways to identify those with a high CA (e.g., self-reporting, observation methods) and the tools (e.g., PRCA-24, Communication Anxiety Inventory) available to assess an employee's CA level.

b. Management should learn how best to utilize the talents of those with a high CA.

McCroskey points out that those with a high CA level are not necessarily stupid because they have a fear of communication. Accordingly, while these individuals cannot express themselves well in a meeting or group, they may be very talented and have skills that could benefit the negotiation team (e.g., provide the head negotiator with the technical knowledge and support required).

c. Management should be aware that one's communication apprehension level can be changed and the methods available to reduce one's CA level.

McCroskey, Stanga and Ladd, and others have proven that one's CA level can be changed. Individuals with a high CA are uncomfortable with their oral communication skills and whenever possible avoid placing themselves in a position requiring oral communication. Stanga and Ladd point out that CA is cognitive in nature and that to improve one's communication skills requires more than just taking a communication/speech course; reducing one's CA level requires a more cognitive approach. Three cognitive approaches/techniques used to reduce the level

of CA are: systematic desensitization, cognitive restructuring and assertiveness training. (Stanga and Ladd, 1990, p. 188) In addition, management should assess their legal responsibilities/liability if improper training is provided.

D. REVISIONS TO THE QUESTIONNAIRE

The following recommendations are made to anyone who might use the questionnaire in future studies.

1. Revise Question 2, Part 3.

Question 2, part 3 was unclear as to its intent. Revise the question to read in two parts so that respondents would be inclined to answer both parts:

a. "Please explain why you feel you have been adequately prepared for negotiations."

b. "Please explain why you feel you have not been adequately prepared for negotiations."

2. Revise Question 3, Part 3.

Question 3, part 3 is similar to the above question in that its intent was also unclear. Revise the question to read in two parts as follows:

a. "Please explain why you have been confident about reaching an agreement within the minimum to maximum ranges you have established."

b. "Please explain why you have not been confident about reaching an agreement within the minimum to maximum ranges you have established."

3. Remove Question 5A, Part 3.

This question was not specific enough to account for the extreme range of answers that it received. To utilize this question would require increasing its scope to account for contract type (e.g., firmfixed-price, cost-plus-award-fee) and contract size (e.g., dollar value, complexity, number of line items). Additionally, the question

should have included a definition explaining what was included in preparation time. Overall, the question added little value to the survey and should be withdrawn.

4. Revise Question 14, Part 3.

Question 14 should have asked the participants to rank their responses so that the answers could be weighted to provide a more accurate picture of the data. It should have read, "If you typically experience anxiety prior to or during a negotiation, please rank those resources from highest to lowest in the spaces below that you feel would be most beneficial. For example, but not limited to...price analysis support, legal counsel."

E. INTERVENTIONS THAT MIGHT AID/ASSIST THOSE WITH A HIGH COMMUNICATION APPREHENSION LEVEL

Can one's CA level be changed? The answer is YES! Individuals with a high CA are uncomfortable with their oral communication skills and whenever possible avoid placing themselves in a position requiring oral communication. Stanga and Ladd point out that CA is cognitive in nature and that although taking speech courses may improve one's communication skills, reducing one's CA level requires a more cognitive approach. Three cognitive approaches/techniques used to reduce the level of CA are: systematic desensitization, cognitive restructuring and assertiveness training. (Stanga and Ladd, 1990, p. 188)

1. Systematic Desensitization

The systematic desensitization method focuses on the fact that muscles cannot be both tense and relaxed simultaneously. In this approach, the individual learns how to achieve deep muscle relaxation while in the presence of a progressive hierarchy of anxiety producing stimuli. The goal is to allow the individual to relate the state of deep sleep with the stimulus that provokes the greatest anxiety, thus achieving a level where one response is replaces another. The relaxation response replaces the anxiety

response previously invoked by anxiety producing stimuli. (Stagna and Ladd, 1990, p. 189)

2. Cognitive Restructuring

Cognitive restructuring is the process teaching someone to think more positively about themselves. This is done in a series of four steps designed to make the individual more self-conscious about his or her negative self-thoughts: 1) identify the nature and purpose of the training; 2) train someone to identify negative statements and substitute certain coping statements, 3) identify negative self-statements and learn to examine them thoroughly; and 4) practice. "The goal then is to change individuals' negative cognition about themselves and their effectiveness in the oral communication process; the result is an individual who feels better about communicating and is likely to be more effective at it." (Stanga and Ladd, 1990, p. 190)

3. Assertiveness Training

Assertiveness training involves "reminding the individual that they have certain rights and are responsible for their own behavior." Generally, assertiveness is about the individual's opinions and feelings and is not limited to facts. It is getting individuals to express themselves with confidence and skill, and to stand up for themselves while respecting others. The techniques used focus on the nature, causes, and consequences of not being assertive. The basic premise for assertiveness training is giving an individual the skills to express oneself better through a variety of exercises in communication. (Stanga and Ladd, 1990, p. 191)

F. SUGGESTIONS FOR FURTHER RESEARCH

Based on the results of this study, the following topics merit further research:

1. The affect of communication apprehension on telephone negotiations. Contract negotiations are conducted face-to-face and via telephone. This study

focused on those negotiators conducting face-to-face negotiations (the meeting context) and did not address affects of communication apprehension on telephone (dyadic) contract negotiations. A study by Reinsch, Steele, Lewis, Stano and Beswick on telephone apprehension supports the relevance of this topic. (Reinsch, Steele, Lewis, Stano and Beswick, 1990, pp. 198-221) Research into the factors affecting one's CA level surrounding telephone negotiations may prove both interesting and useful.

2. Requirements for a successful contract negotiation support team. Contract negotiators pointed out their lack of confidence in the technical experts (e.g., auditors, price and cost analysts). Research into the quality of and the training of these individuals should be conducted to ensure that there is a minimum standard used to qualify for these positions.

3. Training needs for contract negotiators. Training and education provide the knowledge that leads to successful preparation and support during the negotiation. However, throughout the survey there were indications that both Government and industry contract negotiators felt they needed additional training. This area should be explored to determine what training is needed and to design a more comprehensive training program for negotiators.

4. This study provides a foundation for further research into the affects of communication apprehension on contract negotiations. The next step would be to develop measures and test the model presented in Chapter IV.

5. Preparation was a key factor in one's apprehension and key factors have been identified in this study which affect one during the negotiation process. Research should now be conducted to test the relationship between preparation (trait CA) with negotiators during the actual negotiation process (state CA).

**APPENDIX A. INITIAL QUESTIONNAIRE
(2 Days Prior to a Negotiation)**

A. Think about the upcoming negotiation you will be participating in for this class.

1. What are the first thoughts that come to mind (i.e., How prepared are you? Is there too much data? Are you anxious? How do you feel about going against experienced negotiators, etc.)?

2. How do you feel the negotiation may go? Are you confident of an agreement at a fair and reasonable price? Are you worried that you won't reach an agreement and come to an impasse? etc.)?

B. What do you feel are the five most important characteristics of a good negotiator? (Please list in order of ranking from highest to lowest; 1 being highest and 5 being lowest).

1)

2)

3)

4)

5)

C. What are your four letter Briggs-Meyer letters. _____

D. This next section is composed of 24 statements concerning your feelings about communication with other people. Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly agree, (2) agree, (3) undecided, (4) disagree, (5) strongly disagree with each statement. There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly, just record your first impression.

- ___ 1. I dislike participating in group discussions.
- ___ 2. Generally, I am comfortable while participating in a group discussion.
- ___ 3. I am tense and nervous while participating in a group discussions.
- ___ 4. I like to get involved in group discussions.
- ___ 5. Engaging in group discussion with new people makes me tense and nervous.
- ___ 6. I am calm and relaxed while participating in group discussions.
- ___ 7. Generally, I am nervous when I have to participate in a meeting.
- ___ 8. Usually I am calm and relaxed while participating in meetings.
- ___ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- ___ 10. I am afraid to express myself at meetings.
- ___ 11. Communicating at meetings usually makes me uncomfortable.
- ___ 12. I am very relaxed when answering questions at a meeting.
- ___ 13. While participating in a conversation with a new acquaintance, I feel very nervous.
- ___ 14. I have no fear of speaking up in conversations.
- ___ 15. Ordinarily I am very tense and nervous in conversations.
- ___ 16. Ordinarily I am very calm and relaxed in conversations.
- ___ 17. While conversing with a new acquaintance, I feel very relaxed.
- ___ 18. I'm afraid to speak up in conversations.
- ___ 19. I have no fear of giving a speech.
- ___ 20. Certain parts of my body feel very tense and rigid while giving a speech.
- ___ 21. I feel relaxed while giving a speech.
- ___ 22. My thoughts become confused and jumbled when I am giving a speech.
- ___ 23. I face the prospect of giving a speech with confidence.
- ___ 24. While giving a speech I get so nervous, I forget facts I really know.

APPENDIX B. PRENEGOTIATION SURVEY
(Immediately Preceding a Negotiation)

1. State your feelings prior to entering this negotiation in one to three sentences.

2. Please circle the number that best identifies how you feel.

a. Are you tense or nervous about participating in this negotiation?

High

Average

Low

1

2

3

4

5

b. Do you feel adequately prepared for this negotiation?

Highly

Average

Not prepared

1

2

3

4

5

3. How many hours did you spend preparing for this negotiation?

No. of hours _____

4. At this moment do you feel that you will reach an agreement during the negotiation?

Yes

No

Maybe

5. Are you confident that you will reach an agreement within the minimum to maximum ranges you have established?

Yes

No

Maybe

APPENDIX C. INTERIM (CAUCUS) SURVEY
(During Negotiation)

1. How tense and nervous have you been during the negotiation so far?

Highly		Average		Not nervous or tense
1	2	3	4	5

2. Were there any surprises during the negotiation?

Yes	No
-----	----

3. How well did you handle the surprises, if any?

a. Very Well		Fair		Poorly	Not Applicable
1	2	3	4	5	6

b. In two or three sentences, state why you feel you have been able to handle the surprises very well or poorly.

APPENDIX D. FINAL SURVEY

From: Daniel C. Batt, Major, USMC
Department of Systems Management
Naval Postgraduate School
Monterey, CA 93943
Re: Contract Negotiations Survey
Date: August 8, 1996

Dear Fellow NCMA Member:

I am a graduate student at the Naval Postgraduate School in Monterey, CA studying contract and acquisition management. I am researching communication and contract negotiations for my thesis. My research includes a survey which is being distributed to a selected sample of both Government and industry negotiators. I would appreciate your completing and returning the enclosed survey. If you do not now, or have never, negotiated for your organization, please pass this survey to a colleague who does participate as a negotiator.

Your responses will remain confidential. The statistics gathered will only be reported as Government vs private industry; no individual organizations or trends will be analyzed or reported. The survey should take you less than 20 minutes to complete. Your candid responses will be greatly appreciated.

Please place your completed survey in the enclosed pre-addressed postage-paid envelope and return it to me by August 20, 1996. If you prefer, you may fax the survey to me at (408) 656-2138. If you have any questions about the survey, please feel free to call me at (408) 394-6579, or contact me via E-mail at dcbatt@nps.navy.mil.

Thank you for your participation.

Daniel C. Batt

PRIVACY ACT STATEMENT

In accordance with DOD Directive 5400.11, the following information about this survey is provided:

- a. Authority: 10 USC, 131
- b. Principal Purpose: This survey is being conducted to determine the level of communication apprehension amongst individuals serving as Government and commercial contractors. The data will be used to identify trends and to stimulate further research into coping with communication apprehension. Some findings may be published by professional journals, or reported in manuscripts presented at conferences, symposia, and scientific meetings. In no case will the data be reported or used for identifiable individuals.
- c. Routine Uses: None.
- d. Participation: Response to this survey is voluntary. There is no penalty if you choose not to respond. However, maximum participation is encouraged so that the data will be complete and representative. Your survey will be treated as confidential. Identifying information will be used only by persons engaged in, and for the purposes of the study. Only group statistics will be reported.

CONTRACT NEGOTIATIONS SURVEY

PART I

Directions: Please complete the following demographic information.

1. What is your job title? _____
2. Current Employer?
☐ Federal Government ☐ Large Business/Industry
☐ Small Business ☐ Other: _____
3. If Federal Government:
☐ USMC ☐ USA ☐ DCMC ☐ DLA
☐ USN ☐ GSA ☐ DOT ☐ DOE
☐ USAF ☐ NASA ☐ Other: _____
4. Are you a buyer, a seller or both?
☐ Buyer ☐ Seller ☐ Both
5. Gender: ☐ Male ☐ Female
6. How much contract negotiation experience do you have?
☐ One year or less ☐ 3 to 5 years ☐ 11 to 20 years
☐ 1 to 3 years ☐ 6 to 10 years ☐ Over 20 years
7. Time in acquisition field?
☐ One year or less ☐ 3 to 5 years ☐ 11 to 20 years
☐ 1 to 3 years ☐ 6 to 10 years ☐ Over 20 years
8. How many hours of training have you received in contract negotiations?
☐ No training ☐ 9 - 40 hours ☐ 81 - 160 hours
☐ 1 - 8 hours ☐ 41 - 80 hours ☐ More than 160 hours
9. How many hours of training have you received in communication?
☐ No training ☐ 9 - 40 hours ☐ 81 - 160 hours
☐ 1 - 8 hours ☐ 41 - 80 hours ☐ More than 160 hours
10. What is your highest level of education completed?
☐ High School/GED equivalent ☐ Bachelors Degree ☐ Professional
☐ Associates Degree ☐ Graduate ☐ Doctorate
11. What is the average range in dollar value you most often negotiate?
☐ Under \$25,000 ☐ \$500,000 to \$1,000,000
☐ \$25,000 to \$100,000 ☐ \$1,000,000 to \$10,000,000
☐ \$100,000 to \$500,000 ☐ Greater than \$10,000,000, but not unlimited
☐ Unlimited

PART II

Directions: This section is composed of 30 statements concerning your feelings about communication with other people. Please indicate in the space provided the degree to which each statement applies to you by marking:

(1) strongly agree (2) agree (3) undecided (4) disagree (5) strongly disagree

There are no right or wrong answers. Many of the statements are similar to other statements. Do not be concerned about this. Work quickly, just record your first impression.

- ___ 1. I dislike participating in group discussions.
- ___ 2. Generally, I am comfortable while participating in a group discussion.
- ___ 3. I am tense and nervous while participating in a group discussions.
- ___ 4. I like to get involved in group discussions.
- ___ 5. Engaging in group discussion with new people makes me tense and nervous.
- ___ 6. I am calm and relaxed while participating in group discussions.
- ___ 7. Generally, I am nervous when I have to participate in a meeting.
- ___ 8. Usually I am calm and relaxed while participating in meetings.
- ___ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- ___ 10. I am afraid to express myself at meetings.
- ___ 11. Communicating at meetings usually makes me uncomfortable.
- ___ 12. I am very relaxed when answering questions at a meeting.
- ___ 13. While participating in a conversation with a new acquaintance, I feel very nervous.
- ___ 14. I have no fear of speaking up in conversations.
- ___ 15. Ordinarily I am very tense and nervous in conversations.
- ___ 16. Ordinarily I am very calm and relaxed in conversations.
- ___ 17. While conversing with a new acquaintance, I feel very relaxed.
- ___ 18. I'm afraid to speak up in conversations.
- ___ 19. I have no fear of giving a speech.
- ___ 20. Certain parts of my body feel very tense and rigid while giving a speech.
- ___ 21. I feel relaxed while giving a speech.
- ___ 22. My thoughts become confused and jumbled when I am giving a speech.
- ___ 23. I face the prospect of giving a speech with confidence.
- ___ 24. While giving a speech I get so nervous, I forget facts I really know.
- ___ 25. I dislike participating in negotiations.
- ___ 26. Generally, I am comfortable participating in a negotiation.
- ___ 27. I am calm and relaxed during a negotiation.
- ___ 28. Generally, I am tense and nervous during a negotiation.
- ___ 29. While negotiating, I get so nervous I forget facts and figures that I really know.
- ___ 30. I enjoy negotiating.

PART III

Directions: This section consists of 15 essay, list, and scaled type questions concerning your opinions about contract negotiations. Please answer each question as completely as you can.

1. State your feelings prior to entering most negotiations.

2. Please explain why you feel you were or were not adequately prepared for most negotiations.

3. Please explain why you are or are not normally confident about reaching an agreement within the minimum to maximum ranges you have established?

4. How does the complexity of the contract affect your anxiety and preparation for negotiation?

5. A. On average how many hours do you normally spend preparing for a contract negotiation?

Number of hours _____

B. What are the top three key factors that affect your preparation time?

1. _____

2. _____

3. _____

6. How comfortable are you when negotiating with the opposite sex?

Very uncomfortable Neutral Very comfortable

1 2 3 4 5

7. How comfortable are you when negotiating with someone older than you?

Very uncomfortable Neutral Very comfortable

1 2 3 4 5

8. How comfortable are you when negotiating with someone younger than you?

Very uncomfortable Neutral Very comfortable

1 2 3 4 5

9. Do you feel that you have received enough training in contract negotiations?

Too little training Just right Too much training

1 2 3 4 5

10. Do you feel that you have received enough training in communications?

Too little training Just right Too much training

1 2 3 4 5

11. What factors affect your anxiety level **prior to** a negotiation? Please list the top 5 in order from highest to lowest using the list provided to the below.

- _____ a. Caliber of team members
- _____ b. Dollar value
- _____ c. Opponent's attitude
- _____ d. Preparation
- _____ e. Unknown negotiator
- _____ f. Inadequate info(Lack of details)
- _____ g. Unprepared team members
- _____ h. Thoroughness of price analysis
- _____ I. Time of day
- _____ j. Starting on time
- _____ k. Aggressive management goals
- _____ l. Reasonableness of negotiation position
- _____ m. Pressure to settle
- _____ n. Vague issues
- _____ o. Knowledge/Experience of item being negotiated
- _____ p. Other _____
- _____ q. Other _____

12. What factors affect your anxiety level **during** a negotiation? Please list the top 5 in order from highest to lowest.

- _____ a. Audience
- _____ b. Changes
- _____ c. Aggressive behavior of opponent
- _____ d. Caliber of opponent
- _____ e. Knowledge of opponent
- _____ f. Opponent's attitude
- _____ g. Frequency of breaks for caucus/conference
- _____ h. Failure to argue
- _____ i. Authority levels
- _____ j. Irrational Positions
- _____ k. Location of negotiation
- _____ l. Availability of outside experts either to me or my opponent
- _____ m. Room temperature
- _____ n. Talking around the issue
- _____ o. Time constraints
- _____ p. Unexpected issue(s)/emergency
- _____ q. Unwillingness to cooperate
- _____ r. Use of abusive or inappropriate language
- _____ s. Ultimatums
- _____ t. Other _____
- _____ u. Other _____

13. If you experience anxiety prior to or during a negotiation, what actions do you normally take to cope with the situation?

14. If you typically experience anxiety prior to or during a negotiation, please list those resources you feel would be most beneficial. For example, but not limited to: counseling, specific negotiation skills, preparation for negotiations, mock negotiations, Alternate Dispute Resolution (ADR), audit information, price analysis support, legal counsel.

1. _____
2. _____
3. _____
4. _____
5. _____

15. On a scale of 1 to 5, in the negotiation environment how apprehensive are you about your ability to communicate effectively during a typical negotiation?

- _____ (1) highly apprehensive
- _____ (2) somewhat apprehensive
- _____ (3) neutral
- _____ (4) generally comfortable in most situations
- _____ (5) always comfortable in the negotiation environment

Optional: If you have any questions about the survey or want to discuss any of your answers please print your name and telephone or e-mail address and I will contact you.

Name: _____

Phone number or e-mail address: _____

THANK YOU FOR YOUR PARTICIPATION!!!!!!

APPENDIX E. CODING VALUES

1. How much contract negotiation **experience** do you have?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	One year or less	4	6 to 10 years
2	1 to 3 years	5	11 to 20 years
3	3 to 5 years	6	Over 20 years

2. Time in acquisition field?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	One year or less	4	6 to 10 years
2	1 to 3 years	5	11 to 20 years
3	3 to 5 years	6	Over 20 years

3. How many hours of **training** have you received in contract **negotiations**?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	No Training	4	41 to 80 hours
2	1 to 8 hours	5	81 to 160 hours
3	9 to 40 hours	6	More than 160 hours

4. How many hours of **training** have you received in **communication**?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	No Training	4	41 to 80 hours
2	1 to 8 hours	5	81 to 160 hours
3	9 to 40 hours	6	More than 160 hours

5. What is your highest level of **education** completed?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	High School GED Equivalent	4	Graduate Degree
2	Associates Degree	5	Professional
3	Bachelors Degree	6	Doctorate

6. What is the average range in **dollar value** you most often negotiate?

<u>Value</u>	<u>Interval</u>	<u>Value</u>	<u>Interval</u>
1	Under \$25,000	5	\$1,000,000 to \$10,000,000
2	\$25,000 to \$100,000	6	Greater than \$10,000,000, but not unlimited
3	\$100,000 to \$500,000	7	Unlimited
4	\$500,000 to \$1,000,000		

APPENDIX F. DISTRIBUTION TABLES

<u>EXPERIENCE</u>		
	Frequency	Percent
One year or less	20	3.0
1 to 3 years	43	6.4
3 to 5 years	93	13.8
6 to 10 years	159	23.7
11 to 20 years	258	38.4
Over 20 years	99	14.7
Total	672	100.0

<u>TIME</u>		
	Frequency	Percent
No training	16	2.4
1 - 8 hours	30	4.5
9 - 40 hours	67	10.0
41 - 80 hours	153	22.7
81 - 160 hours	284	42.2
More than 160 hours	123	18.3
Total	673	100.0

EDUCATION

	Frequency	Percent
High School/GED equivalent	72	10.7
Associates Degree	49	7.3
Bachelors Degree	311	46.3
Graduate	219	32.6
Professional	16	2.4
Doctorate	5	.7
Total	672	100.0

DOLLAR RANGE

	Frequency	Percent
Under \$25,000	15	2.2
\$25,000 to \$100,000	47	7.0
\$100,000 to \$500,000	120	17.9
Unlimited	71	10.6
\$500,000 to \$1,000,000	104	15.5
\$1,000,000 to \$10,000,000	215	32.0
Greater than \$10,000,000, but not unlimited	100	14.9
Total	672	100.0

APPENDIX G. PERSONAL REPORT OF COMMUNICATION APPREHENSION SCORING

The scores for the PRCA-24 and the six questions for negotiations were calculated as follows. Numbers in parentheses represent survey questions (see Appendix D, Part III).

$$\text{Group} = 18 - (1) + (2) - (3) + (4) - (5) + (6)$$

$$\text{Meeting} = 18 - (7) + (8) + (9) - (10) - (11) + (12)$$

$$\text{Dyad} = 18 - (13) + (14) - (15) + (16) + (17) - (18)$$

$$\text{Public Speaking} = 18 + (19) - (20) + (21) - (22) + (23) - (24)$$

$$\text{Overall CA} = \text{Group} + \text{Meeting} + \text{Dyad} + \text{Public Speaking}$$

$$\text{Negotiation} = 18 - (25) + (26) + (27) - (28) - (29) + (30)$$

LIST OF REFERENCES

- Albrecht, K. and Albrecht, S., Added Value Negotiating: The Breakthrough Method for Building Balanced Deals, Business One Irwin: Homewood, IL, pp. 15-17, 1993.
- Babbie, E., Survey Research Methods, New York, NY: Wadsworth, pp. 182-183, 1990.
- Barlow, C.W. and Eisen, G.P., Purchasing Negotiations, Boston, MA: CBI Publishing Company, Inc., 1983.
- Beck, A. T., Emery, G., and Greenberg, R. L., Anxiety Disorders and Phobias: A Cognitive Perspective, New York, NY: Basic Books, pp. 12-201, 1985.
- Clevenger, Jr, T., "An Analysis of Research on the Social Anxieties," In J.A. Daly and J.C. McCroskey, editors, Avoiding Communication, Beverly Hills, CA: Sage Publications, 1984.
- Clevenger, Jr, T., "The Effects of Experimental Research in Stage Fright," Quarterly Journal of Speech, Vol. 45, pp. 134-145, 1959.
- Cooper, P.J., Speech Communication For The Classroom Teacher, Dubuque: Gorsuch Scarisbrick Publishers, pp. 247-248, 1984.
- Daly, J.A. and Stafford, L., "Correlates and Consequences of Social - Communication Anxiety," In J.A. Daly and J.C. McCroskey, editors, Avoiding Communication, Beverly Hills, CA: Sage Publications, 1984b.
- Dobler, D.W. and Burt, D.N., Purchasing and Supply Management: Text and Cases, 6th ed., McGraw-Hill Companies, Inc., 1996.
- Eysenck, M.W., Anxiety: The Cognitive Perspective, Hillsdale, CA: Lawrence Erlbaum Associates, Publishers p. 130, 1959.
- Friedman, P.G., "Shyness and Reticence in Students," Washington, DC: National Education Association, Stock No. 1675-0-00, ED 181 520, 1980.

Hawkins, R., "Communication Apprehension as a Barrier in the Classroom," Presented at the 8th Annual Academic Conference for Contract Management Educators, Naval Postgraduate School, Monterey, CA, 1995.

Leary, M.R., Understanding Social Anxiety, Beverly Hills, CA: Sage Publications, 1983.

Lewicki, R.J., and Litterer, J.A., Negotiation, Homewood, IL: Richard D. Irwin, Inc., 1985.

Mayer, R.E., "Problem-Solving Performances with Task Overload: Effects of Self-Pacing and Trait Anxiety, Bulletin of the Psychonomic Society, Vol. 9, pp. 283-286, 1977.

McCroskey, J.C., "Oral Communication Apprehension: A Summary of Recent Theory and Research," Human Communication Research, Vol. 4, No.1, p. 78, Fall 1977.

McCroskey, J.C., "Validity of the PRCA as an Index of Oral Communication Apprehension," Communication Monographs, Vol. 45, p. 193, August 1978.

McCroskey, J.C., "An Introduction to Rhetorical Communication," 4th ed., Englewood Cliffs, NJ: Prentice-Hall, p. 139, 1982.

McCroskey, J.C., "The Communication Apprehension Perspective," In J.A. Daly, and J.C. McCroskey, editors, Avoiding Communication, Beverly Hills, California: Sage Publications, 1984a.

McCroskey, J.C., "Self Report Measurement," In J.A. Daly, and J.C. McCroskey, editors, Avoiding Communication, Beverly Hills, California: Sage Publications, 1984b.

Neale, M.A. and Bazerman, M.H., Cognition and Rationality in Negotiation, New York, NY: The Free Press, New York, pp. 20-21, 1991.

Newbold, P., Statistics for Business and Economics, 4th ed., Englewood Cliffs, NJ: Prentice-Hall, Inc., p. 224, 1995.

Phillips, G.M. and Butt, D., "Reticence Re-visited," Pennsylvania Speech Annual, Vol. 23, pp. 40-57, 1966.

Pitt, L.F. and Ramaseshan, R., "Communication Apprehension and Salesperson Performance -- What Gift of What Gab?" Journal of Marketing Management, Vol. 5, No. 2, p. 173, Winter 1989.

Pitt, L.F. and Ramaseshan, B., "Apprehension About Communication and Salespersons' Performance," Psychological Reports, Vol. 67, pp. 1355-1362, 1990.

Program Manager's Handbook, Government Printing Office, Chapter 3, 1996.

Pruit, D.G., and Lewis, S.A., "The Psychology of Integrative Bargaining," In D. Druckman, editor, Negotiations: Social-Psychological Perspectives, Beverly Hills, CA: Sage Publications, 1977.

Reinsch, N.L., Steele, C.M., Lewis, P.V., Stano, M., and Beswick, R.W., "Measuring Telephone Apprehension," Management Communication Quarterly, Vol. 4., pp. 198-221, 1990.

Richmond, V.P., "Implications of Quietness: Some Facts and Speculations," In J.A. Daly, and J.C. McCroskey, editors, Avoiding Communication, Beverly Hills, CA: Sage Publications, 1984.

Sarason, I.G., "Stress, Anxiety, and Cognitive Interference: Reaction to Tests," Journal of Personality and Social Psychology, Vol. 46, pp. 929-938, 1993.

Smith, C.C., Nelson, S.J., and Smeltzer, L.R., "Boundaries and Banners in Business Communication: Does the Personal Report of Communication Apprehension Measure the Apprehension of Managers as Communicators?" The Bulletin, pp. 27-32, March 1994.

Stanga, K.G., and Ladd, R.T., "Oral Communication Apprehension in Beginning Accounting Majors: An Exploratory Study," Issues in Accounting Education, Vol. 5, No. 2, pp. 181-194, Fall 1990.

Thomas, G.F., Tymon, A.G., and Thomas, K.W., "Communication Apprehension, Interpretive Styles, Preparation and Performance in Oral Briefing," The Journal of Business Communication, Vol. 31, No. 4, pp. 311-324, 1994.

Wheless, L.R., "Communication Apprehension in Elementary School," Speech Teacher, Vol. 20, pp. 297-299, 1971.

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center 2
8725 John J. Kingman Road, Suite 0944
Fort Belvoir, VA 22060-6218
2. Dudley Knox Library 2
Naval Postgraduate School
411 Dyer Road
Monterey, CA 93943-5101
3. Director, Training and Education 1
MCCDC, Code C46
1019 Elliot Rd.
Quantico, VA 22134-5027
4. Defense Logistics Studies Information Exchange 1
U.S. Army Logistics Management College
Fort Lee, VA 23801-6043
5. Director, Marine Corps Research Center 2
MCCDC, Code C40RC
2040 Broadway Street
Quantico, VA 22134-5107
6. Director, Studies and Analysis Division 1
MCCDC, Code C45
300 Russell Rd.
Quantico, VA 22134-5130
7. Commandant of the Marine Corps (LBO) 2
Headquarters, U.S. Marine Corps
3033 Wilson Blvd.
Arlington, VA 22201-3843

8. Dr. Bob Hawkins 1
Director of Curriculum Development
Naval Center for Acquisition Training
1968 Gilbert Street, Suite 660
Norfolk, VA 23511-3384
9. Prof. David V. Lamm (Code SM/Lt) 5
Naval Postgraduate School
Monterey, CA 93943-5103
10. Prof. Gail Fann Thomas (Code SM/Fa) 3
Naval Postgraduate School
Monterey, CA 93943-5103
11. Dan C. Batt 2
1588 Avenida Andante
Oceanside, CA 92056